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ABSTRACT

A variety of material produced by the Milwaukee public school system for its immersion program in French and German is collected here. Items deal with class activities, school activities outside the classroom, and program management. The following are included: (1) multi-language school (French/German) description, (2) publicity fliers for multi-language school, (3) multi-language school handbook for 1979-80, (4) questionnaires and information forms, (5) expressions and vocabulary in French for kindergartner and primary students at the multi-language school, (6) useful French expressions, (7) useful German expressions, (8) list of passwords children use (French and German), (9) sample German and French menus, (10) French translation of a booklet developed by the school system to go along with a farm field trip, and (11) a health unit translated into German. (JB)

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A RESOURCE KIT OF

FOREIGN LANGUAGE IMMERSION MATERIALS

FROM THE

MILWAUKEE PUBLIC SCHOOLS

compiled by

The ERIC Clearinghouse on
Languages and Linguistics

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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MPS

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PREFACE

The materials included in this document represent some of the fruits of the Milwaukee Public School System's foreign language immersion program for French and German at the elementary school level. Because such programs are relatively rare in the United States, school systems with immersion programs have had to rely on locally developed material to use in instruction, publicity, and the coordination of all school activities in a language-learning context. The items in this document neither represent the entire range of material prepared in Milwaukee, nor are they intended to be systematically organized. It is hoped that by making the materials available through ERIC, we will be providing an important resource to teachers and program administrators in other school systems that are considering the augmentation or implementation of an elementary level foreign language program.

--Staff, ERIC/CLL

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MULTI-LANGUAGE SCHOOL (FRENCH/GERMAN)
DESCRIPTION

The Multi-Language School (French/German) provides an "immersion" type of language program in a multicultural setting for pupils whose parents would like them to have the advantage of becoming proficient in two languages -- English and a second language by the time they complete the kindergarten through grade five sequence.

Children will learn the second language in a natural way in everyday classroom conversation situations and subject content instruction. This will make language learning more meaningful to them and help them develop these language skills: listening comprehension, spontaneous verbal expression, reading and writing.

The curriculum is basically the same for pupils in this program as it is in that of all other Milwaukee elementary schools. However, in addition, pupils will learn to understand, speak, read and write a second language.

At the kindergarten level, in addition to the regular kindergarten activities, vocabulary, short sentences and passive comprehension of the second language are stressed. The teacher speaks only in the second language. Although children may use English, they are encouraged to use the second language vocabulary and expressions with which they are comfortable.

During their first three years in 4 year old and 5 year old kindergarten and lower primary, children are "immersed" in classroom communication and subject content instruction entirely in the second language.

In lower primary, the teacher and pupils use the second language for classroom communication and in subject content instruction. Pupils are guided to use the second language in communication with the teacher and with each other. Pupils are expected to make consistent use of the second language expressions, vocabulary and structures that they know.

English reading and language arts will be introduced in middle primary with two half hour periods daily. The percentage of classroom communication and subject instruction in the English language increases each year until an approximately even balance of English and the second language is reached in grade five.

From middle primary through grade four the medium of instruction is mainly in the second language.

Continuity in the program will be established by adding one grade level each year until a K-5 sequence is reached.

The guidelines for development of a language continuum in German are contained in the MPS publication, "The German Language Continuum, K-5". The guidelines for the French Language Continuum will be developed during the 1978-79 school year.

Parents will have many opportunities to become personally and actively involved. One of the ways is by participating in evening adult classes in the second language.

MULTI-LANGUAGE SCHOOL
RATIONALE

The concept of an "immersion" type of second language program is based on the following rationale:

- In the past, too many FLES (foreign language in the elementary school) programs failed because the second language was taught only as a subject. Pupils were not given sufficient opportunity to hear the language and to use the language for communication.

- Language learning should be started early and, to be meaningful, it must involve the pupil in the use of the language for communicating in normal everyday situations and in subject content learning.

- Children must see that the language can be used immediately in meaningful situations to convey wants, thoughts and feelings.

- The immersion program provides children with the opportunity to learn the second language by the time they complete the K-5 sequence and also learn the same subject content concepts that other Milwaukee Public School children do.

- Being immersed in second language learning provides new and exciting opportunities for children to gain deeper insights into themselves and other ways of thinking and expressing themselves.

- Research in Canada and especially the St. Lambert program in French, as well as program evaluations in Culver City, California (Spanish) and Silver Springs, Maryland (French) have shown that children in immersion programs do learn the second language and at the same time are equal to or beyond their English speaking peers in English reading and subject content instruction.

MULTI-LANGUAGE SCHOOL

GOALS

Pupils who complete this "immersion" type of second language proficiency school from kindergarten through grade five will be able to:

- Communicate (understand, speak, read and write) in the second language with ability approximating that of a pupil who is native to that language.

- Perform in English language arts and the MPS Continuum of Reading Skills as well as or better than their monolingual peers.

- Acquire a greater understanding, knowledge and appreciation of other cultures.

- Achieve such proficiency in the second language and in English that they are able to pursue their studies with ease in both languages.

- Achieve skills and knowledge in all subject areas equal to or greater than their monolingual peers. These will be judged by evaluation of the following subjects:

  English, Science, Mathematics, Social Studies

Parents, whose children are participating in the program, will be motivated to:

- Become involved in the planning, implementation and evaluation of the second language proficiency school program.

- Participate as volunteers and make a "visible commitment" to the program.

MULTI-LANGUAGE SCHOOL
PUPIL ENROLLMENT INFORMATION

Enrollment is open city-wide to all children. No attempt will be made to pre-select or screen children for the program on the basis of IQ or other variables. The only criteria will be the interest and involvement of the parents. This involvement should be visible to their child.

Pupils will be selected from the list of city-wide applicants on a random basis stratified by sex, grade level and race. The criteria for pupil enrollment will also be based on the interest and visible involvement of the parents. Continuation in the program will depend on the pupil's own motivation and interest.

In the first year only, 1977-78 school year, the program had pupils who started their second language learning not only in kindergarten but also in the lower, middle and upper primary grades. In subsequent years, pupils will start the program only at the four-year-old kindergarten level.

Assigning pupils to fill vacancies at other grade levels will be possible on an individual couseling basis. Native speakers of the second language may begin the program at any grade level if they are bilingual in German or French and English. Native speakers of the second language who are limited in their English language skills, may enroll beginning at Grade 4, since more English is being introduced at this grade level.

Approximately 125 pupils were enrolled during the first year of the German program, 1977-78. This is based on an average enrollment of approximately 22 pupils in the four-year-old kindergarten in the afternoon and 25 in the five-year-old kindergarten in the morning and 25 pupils at each grade level of lower, middle and upper primary.

The average enrollment recommended is approximately 25 pupils in each of the classes from four year old kindergarten through grade 5.

Grade Level Procedures

Kindergarten: Kindergarten children, from the first day on, will receive all of their instruction and classroom communication in the second language. The goal is to prepare the pupils to be able to handle the curriculum in lower primary with facility and "tune" their ears to the second language.

At the kindergarten level, the curriculum will stress the development of listening comprehension skills and vocabulary in German along with the traditional kindergarten activities.

Kindergarten pupils may be permitted to speak either in the second language or English. However, they should be encouraged, without pressure, to speak in the second language.

After completing kindergarten, pupils will have built up an extensive recognition vocabulary and will be using short expressions and sentences in the second language.

Lower Primary: As pupils enter the lower primary, they will be expected to communicate in the second language--not English.

Pupils will continue to be instructed in the second language in reading, writing, mathematics, science and social studies, music, art and other classroom activities.

Pupils may receive some instruction in English through the specialist teachers of art, music and physical education.

Pupils will start reading first in the second language and not in English. English reading and language arts will be gradually introduced in middle primary. (Approximately one hour per day: one half hour in the morning, one half hour in the afternoon)

At the lower primary level, do not attempt to teach the children to read in English. Advise parents that they should feel free to encourage any natural interest in reading shown by their child, but that they should not try to formally teach English reading at home.

Middle Primary: Pupils will continue to receive their reading and writing instruction, as well as their subject content instruction in the second language. This includes mathematics, science, social studies and other subjects.

Classroom communication will continue to be in the second language.

English reading and language arts will be introduced at the middle primary level for two thirty minute periods daily.

*NOTE: During the 1978-79 "phase-in", thirty minutes per day will be devoted to English reading and language arts.

Upper Primary: English reading and language arts will be continued at the upper primary level for two half hour periods daily. All other subjects will continue to be taught in the second language.

*NOTE: During the 1978-79 "phase-in", thirty minutes per day will be devoted to English reading and language arts.

Grade Four: English reading and language arts will increase to two forty minute periods daily. Subject content English vocabulary will be taught as part of the English language arts curriculum. All other subjects will continue to be taught in the second language.

*NOTE: During the 1978-79 "phase-in", thirty minutes per day will be devoted to English reading and language arts.

Grade Five: English reading and language arts will increase to approximately 100 minutes per day. Mathematics will be taught in English. Subject content English vocabulary will be taught as part of the English language arts curriculum. All other subjects will continue to be taught in the second language.

*The term "phase-in" applies to those pupils who began the program in the middle primary and upper primary grades in 1977-78.

milwaukee public schools

Thank you

DANKE SCHÖN

Merci

MULTI-LANGUAGE SCHOOL

GERMAN/FRENCH/ENGLISH

WHAT ARE MILWAUKEE'S SPECIALTY SCHOOLS?

Milwaukee is one of the few school districts in the country where parents have a real choice concerning the type of education they want their children to receive. At the elementary level (kindergarten through grade five) there are five specialty schools enrolling children from throughout the city; four other types of alternatives are available at several locations in different parts of the city. Parents can choose the type of education best suited to their children's needs, talents, and interests.

WHAT IS IT?

Would you like your children to be able to speak two languages by the time they complete elementary school?

The Multi-Language School may be the school you're looking for. It is one of Milwaukee's five city-wide specialty schools for elementary students. Children in kindergarten through the fifth grade learn to understand, speak, read, and write in two languages -- their native English and either German or French. By the time they start sixth grade, they are bilingual.

Children are "immersed" in the second language. They begin with all classroom instruction and conversation in German or French. This helps children to learn the language naturally, hearing it constantly and using it for normal, everyday exchanges. Gradually English is also used in the classroom.

The immersion method is different from the teaching of foreign languages in most elementary schools. The children hear the language throughout the day, learning to use it to make their needs, desires, and feelings known. They use the second language spontaneously at all times, rather than during just one class each day.

THE CURRICULUM

The curriculum at the Multi-Language School is basically the same as that of all other Milwaukee elementary schools. Students have reading, mathematics, language arts, science, social studies, art, music, and physical education. They are also learning either German or French.

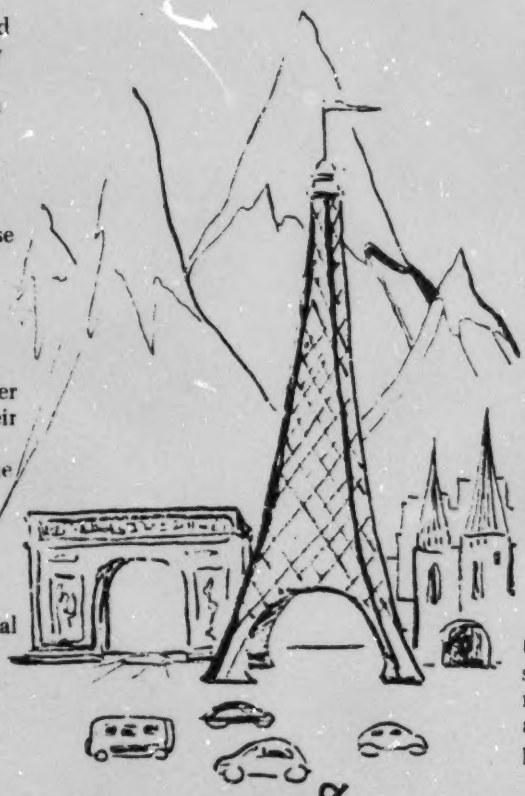
At the kindergarten level, in addition to such regular activities as getting to know each other, learning to follow directions, and identifying colors and shapes, the children become aware of the sounds of the German or French language. They learn short sentences in the second language and begin to understand the language when someone else speaks it. Although the kindergartners may -- and do -- use English, the teacher encourages them to use the second language vocabulary and expressions with which they are comfortable.

Lower primary pupils are expected to use German or French vocabulary and expressions. In the middle and upper primary grades students begin to read in English and have English language arts; most of their other subjects are still in the second language. Finally, in the fourth and fifth grades, teachers and students use both English and the second language, with half the classroom time in each language.

As the children learn a second language, they become aware of other cultures. They develop a pride in their own cultural heritage and a respect and acceptance of other cultures. The very process of learning a second language exposes the students to different ways of doing things, different ways people have of expressing themselves. For instance, both German and French have formal and informal forms of conversation. The children are also exposed to the literature, music, and art of other cultures.

The Multi-Language School has many German and French materials, including textbooks, storybooks, and records. Some of the materials are from Germany or France. Others are translations of children's favorites, such as Walt Disney stories or fairy tales in German or French. Teachers also design or adapt many of their own materials, translating Milwaukee curriculum materials.

Each classroom contains an identical set of alphabet cards, with the same picture and vocabulary word for each letter (in German or French, of course). Simple cartoons in each classroom, with second language captions, remind children what a verbal direction means. The same cartoon showing children lined up reads "Wir stellen uns auf" in German classes and "Nous faisons la queue" in French rooms. With young children teachers frequently act out their directions as they repeat them again and again in the second language.



THE STAFF

All classroom teachers at the Multi-Language School are certified elementary teachers who are bilingual in English and either German or French. Several were born or raised in Germany or France. Some lived or studied there for many years, while still others learned to speak, read, and write in the second language through extensive study. The school encourages the teachers to periodically visit Germany or France.

Each class has a bilingual aide. Bilingual aides also help children in the library and reading program. The staff includes a bilingual reading specialist, a physical education teacher (part-time), and a bilingual resource teacher.

The bilingual resource teacher is the heart of the Multi-Language School's planning effort. She is responsible for helping other teachers to locate and design materials in the second language. She advises them on new techniques, materials, and information on second language learning. She works with parents and community groups to develop additional resources for the school, improve parent participation, and encourage student enrollment.

The bilingualism of the staff means that children hear German or French spoken in the hallways, the lunchroom, and on the playground as well as in the classroom. The language is a part of everyday life at the school.

LOCATION

The Multi-Language School opened in fall, 1977, at the old 68th Street School just one block south of 68th and Burleigh on the city's west side. The small size of the building provides a close-knit feeling among teachers, students, and parents. Everyone knows everyone else.

The school was completely remodeled to suit its new role. German designs decorate the corridors. All informational signs are in German and French, as well as English. Visitors are greeted with "Wilkommen" and "Soyez le Bienvenu" signs. The office is "Büro" and "bureau," the library "Bibliothek" and "bibliotheque."

Transportation is available for all students according to Milwaukee Public School guidelines. Car pools are set up for four-year-old kindergartners and other students whose parents are interested.

THE ROLE OF PARENTS

Few of the 230 students attending the Multi-Language School come from German or French-speaking backgrounds. Therefore, few parents know the second language their children are learning. In cooperation with the Milwaukee Public Schools' recreation department, the school offers adult evening classes in both German and French for parents. The parents learn simple vocabulary words and conversation capsules ("How was school today?" ... "What did you do in math?" ... "Do you have any homework?"). This helps parents show their interest in the second language. By the time children bring home homework in German or French, they can explain its meaning to parents.

The school's active Parent-Teacher Organization (PTO) has communications, cultural, curriculum, fund raising, health and safety, and service and project committees. The PTO puts out a monthly newsletter to keep all parents informed about school events. It includes a French/German question and answer section.

Parents of Multi-Language School pupils are expected to be "visibly involved" in the school. They are encouraged to visit the school and help in the classrooms, the resource center, or the office.

WHO MAY ENROLL?

Any child whose parents live in Milwaukee or in a suburban school district participating in the chapter 220 student exchange plan may enroll in the Multi-Language School. The only criteria for enrollment are the interest of the parents in having their children learn a second language and their willingness to become involved in the school. Sex, race, and grade level are considered in assigning children to the school.

Young children learn a second language easily, much like a toddler learns to talk. They listen to the sounds, learn to understand their meanings, and then imitate them. Continued practice and exposure leads to perfection. While this is an easy process for most children, children with severe speech problems may have difficulty learning a second language. Children who like to talk and listen to others will probably enjoy the Multi-Language School.

While the Multi-Language School includes kindergarten through fifth grade in German, and kindergarten through grade two in French (for 1979-80), parents should enroll their children in the school at the earliest possible stage -- four-year-old kindergarten. The younger a child begins learning a second language, the easier it is. There is a gradual progression in the second language from kindergarten to each new grade. There are few openings in the upper grades for new students and the transition, while not impossible, may be difficult since most students are already quite fluent in the second language.

WHERE DO WE GO FROM HERE?

Students interested in continuing their German or French are encouraged to attend King Middle School on the city's north side. It is the only middle school where immersion classes in German or French are offered. King also has at least one immersion class (where only the second language is spoken) in a content area such as history, math, or science. King High School, with its college preparatory program, requires three years of foreign language study for all students. Some immersion classes are also available.

EVALUATION

Research indicates that second language instruction may improve pupils' achievement in other areas. Studies in Canada, California, and Maryland have shown that students in foreign language immersion programs do as well or better than monolingual students at the same grade level. And while second language students begin instruction in the English language arts at a later stage, they soon catch up and often surpass monolingual students.

Milwaukee's Multi-Language School keeps careful track of students' academic skills. Pupils take the same standardized achievement and reading continuum tests as other Milwaukee Public School students. They are frequently evaluated for their use of the second language. Parents receive detailed reports of a child's academic performance and progress in the second language.

Pupils enrolled in the Multi-Language School from kindergarten through grade five should be able to:

1. Communicate (understand, speak, read, write) in the second language with ability close to that of a student for whom the language is native.
2. Do as well or better in the English language arts and the Milwaukee reading continuum as students who speak just English.
3. Acquire a greater understanding, knowledge, and appreciation of other cultures.
4. Be able to study in both English and the second language with ease.
5. Perform as well as or better than other students in English, science, math, and social studies.

FOR MORE INFORMATION

Is the Multi-Language School for your child? If you think it may be, arrange to visit the school -- located at 6720 W. Moltke Ave. To arrange a visit or get more information, call the school office, 445-8880.

milwaukee public schools

MULTI-LANGUAGE SCHOOL

Bonjour!

Guten Tag!

WOULD YOU LIKE YOUR CHILD TO BE ABLE TO SPEAK TWO LANGUAGES?

If so, take advantage of the Multi-Language School (French/German) which provides an "immersion" type program for elementary school pupils.

HOW CAN CHILDREN LEARN A SECOND LANGUAGE?

Children learn the second language in a natural way in everyday classroom conversation and subject content instruction. This makes language learning more meaningful and helps pupils develop the language skills.

The curriculum is basically the same for pupils in this program as it is in other Milwaukee elementary schools. However, in addition, pupils learn to understand, speak, read, and write a second language. The curriculum is taught entirely in the second language until the middle primary level when English reading and language arts are introduced for two half-hour periods daily. The percentage of classroom instruction in English increases each year until an approximately even balance of English and the second language is reached in grade five.

WHAT ARE SOME OF THE GOALS OF THE MULTI-LANGUAGE SCHOOL?

Pupils who complete this program from kindergarten through grade five will be able to:

- Communicate (understand, speak, read, and write) in the second language with ability approximating that of a pupil who is native to that language.
- Acquire a greater understanding, knowledge, and appreciation of other cultures.
- Achieve such proficiency in the second language and in English that they are able to pursue their studies with ease in both languages.

WHY IS THE IMMERSION METHOD USED?

- In the past, elementary foreign language programs failed because pupils were not given sufficient opportunity to hear the second language and to use it for communication.

- Language learning should be started early and children must see that the language can be used immediately in meaningful situations to convey wants, thoughts, and feelings.

- Being immersed in second language learning provides new and exciting opportunities for children to gain deeper insights into themselves and other ways of thinking and expressing themselves.

- Program evaluations in Culver City, California (Spanish) and Silver Springs, Maryland (French) have shown that children in immersion programs do learn the second language and at the same time are equal to or beyond their English speaking peers in English reading and in subject content instruction.

WHAT ABOUT PARENT INVOLVEMENT?

Parental involvement is seen as the key to the success of the school. Parents will have many opportunities to become personally and actively involved. For example, evening adult classes in the second language are offered for interested parents.

WHO CAN ENROLL?

The only criteria for enrollment are the interest of parents having their children learn a second language and the willingness of parents to become involved in the school program. The German program is for students from four-year-old kindergarten through grade five. The French program will serve children from four-year-old kindergarten through middle primary for the 1979-1980 school year. In subsequent years upper primary and grades four and five will be added. A child may enter either program at the four-year-old kindergarten level. As vacancies occur at the higher levels, a child may enter after individual counseling.

FOR MORE INFORMATION CONTACT:

Sixty-eighth Street Multi-Language School (German/French)
6720 West Moltke Avenue
Milwaukee, Wisconsin
445-8800

HA/cp
2/1/79

MULTI LANGUAGE SCHOOL HANDBOOK 1979-80

SCHOOL HANDBOOK DEVELOPED

BY THE PTO

MULTI-LANGUAGE SCHOOL

6720 West Moltke
Phone: 445-3300

GENERAL INFORMATION

Multi-Language Program - A continuous sequence of instruction through grade 12 is planned for pupils in the Multi-Language School. The sequence may be:

Elementary School	K-5
Middle School	6-8
High School	9-12

In this case, pupils will attend special immersion classes at Rufus King Middle and High Schools.

Or it may be:

Elementary School	K-8
High School	9-12

In this case, the immersion program will continue in one building until grade 9, when special immersion classes will be offered at Rufus King High School.

Kindergartens

Four and five-year old kindergartens stress understanding the target language in the classroom, building a listening vocabulary, and speaking short expressions and sentences.

Ungraded Primary

Primary school learning experience may be completed in two, three, or four years. The designations are: first year - lower primary, second year - middle primary, third year - upper primary, fourth year - extended primary. Children at different levels of the primary school may be taught at their own level in the same classroom.

Lower Primary - All instruction except physical education is conducted in the target language. Pupils are encouraged to express themselves in the target language.

Middle Primary - English reading and language arts are introduced. English is used for no more than one hour per day.

Upper Primary - English instruction is continued as in Middle Primary.

Grade 4 - English reading and language arts will increase to two forty-minute periods daily.

Grade 5 - English reading and language arts will be offered for approximate 100 minutes daily.

FACULTY AND STAFF

Frank H. Henke - Principal
Barbara Camp-Griesser - Assistant Principal
Helena Anderson - Curriculum Specialist - Foreign Language
Jane Misslich - Resource Teacher
Bonnie Radmanovic - Secretary
Marianne Bonelli - Kindergarten - German
Gerry Ryan - Kindergarten - French
Paula Finucane - Lower Primary - German
Michael Varga - Lower Primary - French
Theresia Tarjan - Middle Primary - German
Julie Geier - Middle Primary - French
Clara Fairfax - Upper Primary - German
Nanette Franze - Fourth Grade - German
Heide Haeberi - Fifth Grade - German
Marion Gipson - Reading Resource
Rose Carr - Gym
Helene Gyarmaty - Paraprofessional Aide
Rosemarie Riegel - General Aide
Rosemarie Wolf - Library Aide
Sue Allen - Paraprofessional Aide
Gisela Drewitz - General Aide
Jacqueline Torsrud - Paraprofessional Aide
Eva McCrossen - Paraprofessional Aide
Helga Koehler - General Aide
Karin Fiebich - General Aide
Ellen Gruszewski - Paraprofessional Aide
Hattie Clement - Cafeteria
Jim Morris - Engineer
Doris Diederichs - Speech Pathologist
Julia Deterville - Social Worker
Tom Gilewski - Psychologist
Ms. Wiciak - School Nurse

PTO OFFICERS

Pat Windorski - President - 464-9971
Steve Merrill - Vice President 873-2230
Steve Allen - Secretary - 543-5727
Susan Fisher - Treasurer - 355-6281
Chris Mordin - Historian - 483-0737

CHAIRPERSONS OF PTO COMMITTEES

Communications - Nancy Schneider - 464-3491
Safety & Transportation - Brigitte Binder 964-1153
Cultural - Bill Lange 444-3312
Fund Raising - Arlene Knight 761-2034
Human Relations - Linda Lueck 444-4905
Services and Projects - Susan Zimmer 545-0039

DAILY SCHEDULE

The school day begins at 8:30 am and ends at 2:30 pm. Lunch hour is from 11:00 am to 12:00 noon.

BUS COMPANIES

Bus Service 4524 South 13 Street	282-4600
Schoolride 3850 West Holton Street	961-0755
Care Cabs 5538 W. National Avenue	282-4600
Student/Safeline 6980 West Teutonia Avenue	352-5200
Schoolway 6370 South 108 Street	425-2600
Speedy Transit 903 South 21 Street	643-9002
Mary Zimmerman 8302 W. Courtland Avenue	276-7334 ext. 729

GIRL SCOUT INFORMATION

The girl scout troop meets at 63th Street School Wednesdays after school, for one hour. All girls in first grade or above are welcome to join. Parent volunteers are always welcome and needed.

SCHOOL BOARD MEMBERS

Lois Riley - President 964-6524
Doris Stacy - 445-1137
Leon Todd - 444-9490
James Koneazny- 442-4051
Marian McEvilly - 442-2954
Edward Michalski - 431-5514
Lawrence O'Neil - 321-7222
Lorraine Radtke - 445-4454
Margaret Dinges - 445-2679
Gerard Farley - 962-7566
Stepen Jesmok - 445-3452
Peggy Kenner - 447-7589

ATTENDANCE PROCEDURE

Call School and bus company when your child will be absent. Upon returning to school after an absence, a written excuse filled out by a parent or guardian is required. The excuse should include:

1. First and last name of the pupil
2. The date/dates of absence
3. The reason for the absence
4. Parent/guardian's signature

SNOW EMERGENCIES

The decision to close schools when there has been a heavy snowfall will be made by the Superintendent of Schools. Radio and television will carry this announcement at frequent intervals after 6:30 am.

If school is closed early in the day, due to a snow emergency, your children will be transported home as soon as possible. Advise your children to go to a neighbor if your home is locked.

LUNCH POLICY

Hot lunches for 40¢ and milk for 5¢ for cold lunches are available to all children. Since the hot lunch is not prepared in our school, we must have the money in the lunchroom by 9:00 am each morning. We phone our order at that time.

Pupils staying for lunch must remain on the school premises. Polite eating habits and proper disposal of refuse are expected.

BUS SAFETY POLICY

The success of busing depends not only on the service provided by the bus companies and the directions and information supplied by Ecotran and the Transportation Division at Central Office, but also on parents instruction and support for proper bus behavior and safety. Please help all our children arrive at school safely by making sure your children know and observe the following bus safety rules:

1. Be at the bus stop 5 min. before your pick-up time.
2. Stay on the sidewalk - clear of the street.
3. Grab the handrail when getting on the bus.
4. Find a seat quickly and stay seated.
5. Don't block the aisle.
6. Do not stick anything out ppen windows. Ask the driver for permission to open windows.
7. Don't throw anything in the bus. Put waste in the box provided as you enter or leave the bus.
8. Be courteous and quiet so the driver can hear.
9. Respect the driver who is responsible for your safety.
10. Leave the bus carefully. If you must cross the street after you get off the bus, cross at least 10 ft. in front of the bus. Look both ways before crossing as other cars need not stop for buses in the city.

LIBRARY POLICY

Fines for overdue books will remain at 1¢ a day for every day the book is late, excluding Saturdays and Sundays.

If a book is damaged or lost, we will charge the FULL replacement value.

All children must have book bags if they want to take a book from the library.

If the Child abuses the privilege of borrowing books, the child will not be allowed to take a book from the library unless the parents contact the library aide and work out an agreement.

POLICY FOR FOUR-YEAR OLD PUPILS

As there is no bussing provided for four-ear-old pupils, parents are responsible for transporting children to and from school. At the beginning of their child's school day, parents must wait outdoors at the school entrance with their child until the teacher arrives to escort the children to their classroom. During inclement weather, the childreen can be brought directly indoors to their classroom.

Parents must pick their child up from school no later than the designated time of class dismissal.

APPEARANCE

Appearance is important! Behavior and readiness to learn improve when children are neat and clean, with shoes polished, hair combed and teeth brushed.

Both boys and girls should wear removable boots. If shoe boots are worn to school, shoes must also be brought, as no shoe boots are allowed in the classroom --- too hot.

Parents should supply a pair of gym shoes for any child in P-1 through 5th grade.

Both boys and girls should wear rubber heeled shoes for safety. All outer clothing should be LABELED with the name of the pupil.

BEHAVIOR GUIDELINES

Guidelines were developed by the pupils, parents, and staff of the North 68th Street Multi-Language School to encourage considerate and safe behavior. These guidelines will be sent home at the beginning of the shcool year to enable parents to discuss them with their children.

CLASSROOM VISITATION

Because our program is unique in the midwest, we have many people who visit the school to observe. Therefore, to avoid confusion, parents who wish to visit their child's classroom during the school day should advise the school office before entering the classroom.

ACCIDENTS

If a child is injured at school,we notify the parent and if the injury is serious, arrange for medical help. Emergency cards: It is important for each parent to keep any emergency information (phone numbers, etc.) up-to-date with the school office. Report any change to the school without delay.

MUSIC

In the fall, notification of saxette instruction is sent to parents of 9 year olds. Class is one lunch period per week. Parents purchase the saxette (est. cost $6.00 including book).

Each teacher brings music to the classroom via singing, records, tapes, etc. A music supervisor from the Central Administration Office provides support to the classroom teacher via workshops.

SCHOOL SUPPLIES

At the beginning of the school year each teacher supplies a list of materials to be furnished from home. In addition, some supplies (pencils, cap erasers, pocket folders, crayons) can be purchased, at reasonable prices, Monday and Thursday morning's from the school secretary.

LOST AND FOUND

A large box of clothing and toys is located in the office. If an item is lost, please have your child check in that box.

RESOURCE TEACHER

The resource teacher at the Multi-Language School is responsible for curriculum coordination and development, and for maintaining contact and acting as a liaison between school, parents and the community.

SOCIAL WORKER

The social worker helps students who have various problems that relate to school adjustment. The school social worker deals directly with the home, acting as a liaison between the home and school.

SPEECH PATHOLOGIST

The speech pathologist works with the students who have been diagnosed as needing speech help.

SCHOOL PSYCHOLOGIST

The school psychologist evaluates students through individual interviews and/or testing. The data provided by the psychologist is intended to help school personnel and parents make decisions which are in the best interests of the student.

READING RESOURCE TEACHER

The reading resource teacher assists the classroom teachers in the teaching of English reading. She coordinates the continuum of Reading Skills, Word Analysis, Study Skills and Comprehension.

When you are concerned about your child's education ... what do you do?

If you have a concern, there is an established route to follow. First, contact the teacher. If you wish to carry the concern further, the next step is the principal, Mr. Frank Henke; then the school administrative specialist who supervises the principal, Mr. Robert Baer; then Mr. Robert Long, the assistant superintendent in charge of administration and pupil personnel services; then Dr. David Bennett, the deputy superintendent; then Dr. Lee McMurrin, school superintendent and finally the Board of School Directors.

Milwaukee Public Schools Administration
5225 West Vliet Street
Milwaukee, Wisconsin

Phone: 475-8393

****

SAMPLE EXCUSE FOR ABSENCE FORM

Name_____

Date of Absence_____

Reason for Absence_____

_____

_____

_____

_____
Signature of parent/
guardian

SCHOOL CALENDAR
1979-1980

September 4 - First Day of Pupil Attendance

October 17 - Report Cards
Parent Conference Day - Kgn. Only
18 - Parent Conference Day - All Grades
19 - Inservice Day

November 1&2- Convention Days
22&23 Thanksgiving Day Holiday

December 5 - Report Cards
24to31 Winter Recess

January 1 - Winter Recess
23 - Record/Staff Planning Day
24 Report Card

February 29 - Mid-semester Break

March 26 - Report Cards

April 1 - Parent Conference Day - Kgn. Only
2 - Parent Conference Day - All Grades
3 - Inservice Day
4 to 11 Spring Recess

May 7 - Report Cards
26 - Memorial Day Holiday

June 13 - Report Cards - Last Day of School

#1

QUESTIONNAIRE OF PARENTS OF MILWAUKEE
MULTI-LANGUAGE SCHOOL CHILDREN

PARENT QUESTIONNAIRES

Name of Student _____

Date of Birth _____ Grade enrolled _____

Name of Father or Guardian _____

Address _____ Telephone _____

Birthplace _____ Highest grade completed ___

Occupation _____

Name of Mother or Guardian _____

Address _____ Telephone _____

Birthplace _____ Highest grade completed ___

Occupation _____

Names of Children (including child named above)	Age	School	Grade
1.			
2.			
3.			
4.			
5.			
6.			

1. How long has your family lived in Milwaukee?

_____

2. What school would your child attend if he/she did not attend the Multi-Language School?

_____

3. What school(s) (if any) did your child attend before enrolling in the Multi-Language school?

_____

4. What language(s) do you speak in your home?

	Always	Occasionally	Never
German			
English			
French			
Italian			
Polish			
Spanish			
Others (specify)			

5. Does anyone in your family speak French ? _____
Who? _____ Relationship to Child _____

How well? 1) Excellent 2) Good 3) Fair 4) Poor

To Whom? _____

6. Does anyone in your family read French ? _____
Who? _____ Relationship to Child _____
How well?

1. _____ 2. _____

3. _____

7. Have you or any of your family ever lived in or visited France or French Canada?
Who? When?

_____

8. Did your child understand, speak, read, or write French before he/she enrolled in the Multi-Language School? Check any that apply.

Understand _____ Speak _____ Read _____ Write _____

9. Since your child began studying at the Multi-Language School, have you noticed that:

_____ 1. He/she speaks French to family members.

_____ 2. He/she speaks French to friends.

_____ 3. He/she mixes French while speaking English.

_____ 4. He/she speaks no French.

10. Since your child began studying at the Multi-Language School, have you noticed that:

_____ 1. He/she reads more in English than he/she used to.

_____ 2. He/she reads less in English than he/she used to.

_____ 3. He/she has begun to read in French .

_____ 4. He/she has shown no changes in reading.

11. Why did you send your child to the Multi-Language School?

_____

_____

12. How would you rate your attitude toward the Multi-Language School program?

	In September	Now
Very satisfied	_____	_____
Satisfied	_____	_____
Less than satisfied	_____	_____
Not satisfied	_____	_____
Don't know	_____	_____

13. How would you rate your child's attitude toward the Multi-Language School program?

	In September	Now
Very satisfied	_____	_____
Satisfied	_____	_____
Less than satisfied	_____	_____
Not satisfied	_____	_____
Don't know	_____	_____

14. Have you ever visited the Multi-Language School?

Yes _____ When? _____

15. Are the following good reasons for Milwaukee children to learn French ? Check your opinion about each statement.

	very good reason	good reason	neither good nor bad reason	bad reason	very bad reason
1. It will allow them to meet and talk with more and varied people	_____	_____	_____	_____	_____
2. They will need it for educational or business goals	_____	_____	_____	_____	_____
3. No one is really educated unless he/she is fluent in a foreign language	_____	_____	_____	_____	_____
4. It will help them develop or maintain friendships with French speaking people in Milwaukee	_____	_____	_____	_____	_____

	very good reason	good reason	neither good nor bad reason	bad reason	very bad reason reason
5. It will help them preserve their own ancestry or culture	_____	_____	_____	_____	_____
6. It will help them understand people who speak other languages than their own	_____	_____	_____	_____	_____

7. Additional reasons? Please specify _____

16. Do you plan to send your child to the Multi-Language School next year?

Yes _____ No _____ Undecided _____

17. Are you satisfied that your child is gaining a good understanding of reading, writing, math, science, and social studies skills when compared to children in other Milwaukee Public Schools?

Yes _____ No _____

18. In what way do you think the learning of French will affect your child's learning of the English language?

_____ He/she will gain more skills in English.

_____ He/she will gain fewer skills in English.

_____ No change.

19. Have you been made aware that parent involvement is vital to the success of the school?

Yes _____ No _____

20. Do you have any questions, comments, suggestions or criticism of the Milwaukee Multi-Language School? Please let us know your thoughts so we can help improve the program.

V.L. Masemann, J.B. Richards

#2

Date _____

YEARLY FOLLOW-UP HOME QUESTIONNAIRE
MILWAUKEE MULTI-LANGUAGE SCHOOL

Name of Student _____

Grade currently enrolled _____

Name of Father or Guardian _____

Address _____ Telephone _____

Occupation _____

Name of Mother or Guardian _____

Address _____ Telephone _____

Occupation _____

Names of Children (including child named above)	Age	School	Grade
1.			
2.			
3.			
4.			
5.			
6.			

1. When did your child enroll in the Multi-Language School?

_____

2. What school would he/she attend if he/she did not attend the Multi-Language School?

_____

3. How would you rate your child's ability to understand, speak, read, write German before he/she enrolled in the Multi-Language School and now? Mark the appropriate box on a scale of 1-5. *See below.

	Before enrolling in Program	After First Year	After Second Year	After Third
Understand				
Speak				
Read				
Write				

* 1) No ability 2) Poor 3) Fair 4) Good 5) Excellent

4. How would you rate your child's ability to understand, speak, read, write English before he/she enrolled in the Multi-Language School and now? Mark the appropriate box on a scale of 1-5. *See below.

	Before enrolling in Program	After First Year	After Second Year	After Third Year
Understand English				
Speak English				
Read English				
Write English				

* 1) No ability 2) Poor 3) Fair 4) Good 5) Excellent

5. Please check what language your child uses with the following people in the following places:

	All English	More English Than German	Both English And German	More German Than English	All German
1. with teacher at school					
2. with classmates at school					
3. with classmates at recess					
4. with grand-parents at home					
5. with parents at home					
6. with brothers/ sisters at home					
7. with friends in the neighborhood					
8. with friends at church					

6. Please check what language your child uses for the following activities:

	All English	More English Than German	Both English And German	More German Than English	All German
1. reading books					
2. reading magazines					
3. writing letters					
4. singing songs					

7. How would you rate your attitude toward the Multi-Language School Program?

	Initially	After 1st Year	After 2nd Year	After 3rd Year
very satisfied				
satisfied				
less than satisfied				
indifferent				
don't know				

8. How would you rate your child's attitude toward the Multi-Language School Program?

	Initially	After 1st Year	After 2nd Year	After 3rd Year
very satisfied				
satisfied				
less than satisfied				
indifferent				
don't know				

9. Why have you continued to send your child to the Multi-Language School?

_____

10. Do you plan to send your child to the Multi-Language School next year?

_____ Yes

_____ No

_____ Undecided

11. Questions, Comments, Suggestions, Criticisms:

_____

_____

INFORMATIONAL FORM

MULTI-LANGUAGE SCHOOL

PTO (PARENT-TEACHER ORGANIZATION)

INFORMATION FORM

Parent/Guardian's Name: _____

Address: _____ Telephone: _____

Child's Name: _____ Birthdate: _____

Pupil's Grade in September: _____

Please Check: German Pupil _____ French Pupil _____

Ethnic Background: Mother _____ Father _____

Language Background: Mother _____ Father _____

Did you child have the ability in understanding and/or speaking the second language before entering our program? Yes ___ No ___

Optional: I would be able to assist in the following ways (please check). Note: If you are already involved do not complete this section.

_____ Assist with class field trips.

_____ Work with individual children in the class.

_____ Prepare materials for the class (type, make booklets, duplicate materials), and contribute artifacts, cultural items and related travel collections for classroom use.

_____ Assist in the coordination of volunteer activities in the class.

_____ Assist the teacher with special class projects.

_____ Organize and assist in the gathering of books and records to be loaned to parents of the children in the class.

_____ Assist in preparing a newsletter for the parents of children in the bilingual class.

_____ Serve on P.T.O. committee.

_____ Other ways in which I can be of help _____

_____

_____

_____

_____

I would be interested in enrolling in an adult education course in the second language that my child is taking. (Please check the appropriate boxes listed below)

French ____ German ____

____ Beginning level

____ Intermediate level

____ Advanced level

Your comments/questions: _____

_____

_____

_____

I understand:

- That this is an "immersion" type second language school where my child will learn the second language in a natural way in everyday classroom conversation and subject content instruction.

- That the first three years of the immersion program (4 and 5 year old kindergarten, lower primary) are conducted entirely in the second language and that my child will start receiving instruction in the English language skills when he/she reaches the middle primary grade.

- That I need to make a commitment to this program that will show my child that I believe in it and will support it by: participating in one or more of the optional suggestions listed on the reverse side; encouraging her/him in the use of the language at home.

- That for the first month or so, a child attending a class using "immersion" techniques may feel tired at the end of the day.

_____ _____

(Mother/Guardian's Signature) (Father/Guardian's Signature)

milwaukee public schools
Division of Curriculum and Instruction
Department of Elementary and Secondary Education

EXPRESSIONS AND VOCABULARY IN FRENCH FOR KINDERGARTEN AND PRIMARY STUDENTS AT THE MULTI-LANGUAGE SCHOOL

Expressions et Questions Concernant Salutations, Formules de Politesse, Santé, Age, et Temps. (Expressions and Questions Based on Greeting, Leave-taking, Courtesy, Health, Age, and Weather.) *

1.	Good morning.	Bonjour.
2.	I'm sick.	Je suis malade.
3.	My name is John.	Je m'appelle John.
4.	It's raining.	Il pleut.
5.	Good-bye.	Au revoir.
6.	I'm seven years old.	J'ai sept ans.
7.	How are you?	Comment ça va?
8.	I'm fine.	Je vais bien.
9.	So, so.	Comme ci, comme ça.
10.	Good afternoon.	Bonjour.
11.	See you tomorrow.	A demain.
12.	Excuse me.	Pardon. Excuse-moi./Excusez-moi.

1.	Good morning Thomas.	Bonjour Thomas.
2.	What's your name?	Comment t'appelles-tu?/ Comment vous appelez-vous?
3.	How old are you?	Quel âge as-tu?/Quel âge avez-vous?
4.	How are you?	Comment ça va?
5.	Is it snowing today?	Est-ce qu'il neige aujourd'hui?
6.	Is it sunny?	Est-ce qu'il fait du soleil?
7.	Is it cold outside?	Est-ce qu'il fait froid dehors?
8.	Where do you live?	Où habites-tu?/Où habitez-vous?

*Developed by the staff of the Multi-Language School

Expressions et Directives dans la Salle de Classe. (Classroom Directions and Expressions.)

1.	Open your books to page _____.	Ouvrez vos livres à la page _____.
2.	Open the _____.	Ouvre le (la, les) _____./ Ouvrez le (la, les) _____.
3.	Pay attention.	Sois attentif./Soyez attentifs.
4.	Help _____.	Aide _____./Aidez _____.
5.	Put your hands down.	Baissez les mains.
6.	Erase the blackboard.	Efface le tableau./Effacez le tableau.
7.	Look for the _____.	Cherche le (la, les) _____./ Cherchez le (la, les) _____.
8.	Look for the books.	Cherche (Cherchez) les livres.
9.	Be quiet.	Silence. Tais-toi./Taisez-vous.
10.	Close the book.	Ferme (Fermez) le livre.
11.	How does the word start? How does the sentence start?	Avec quelle lettre commence le mot? Comment commence la phrase?
12.	How does the word end? How does the sentence end?	Avec quelle lettre finit le mot? Comment finit la phrase?
13.	Complete.	Complète./Complétez.
14.	Excuse me.	Excuse-moi./Excusez-moi.
15.	Answer the question.	Réponds (Répondez) à la question.
16.	Answer me in French.	Réponds (Répondez) en français.
17.	Continue.	Continue./Continuez.
18.	What is the correct answer?	Quelle est la bonne réponse?
19.	Where does the sound appear? Where does the sentence appear?	Où se trouve le son? Où se trouve la phrase?

20. Where is the book?	Où est le livre?
21. Begin to Read	Commence à lire./Commencez à lire.
22. Write on the line.	Ecris sur la ligne./
	Ecrivez sur la ligne.
23. Listen.	Ecoute./Ecoutez/
24. That's very good.	C'est très bien. C'est très bon.
25. They are in ___.	Ils sont dans ___.
	Elles sont dans ___.
26. We are happy.	Nous sommes heureux.
27. Put all your things in the ___.	Range tes affaires dans ___.
	Rangez vos affaires dans ____.
28. Speak louder.	Parle plus fort./Parlez plus fort.
29. There is a pause.	Il y a une pause.
30. One at a time.	Un(e) à la fois.
31. Do you like the story?	Aimes-tu l'histoire?/
	Aimez-vous l'histoire?
32. Read Slowly.	Lis lentement./Lisez lentement.
33. Read carefully.	Lis attentivement./Lisez attentivement.
34. Read the first sentence.	Lis la première phrase./
	Lisez la première phrase.
35. Read faster.	Lis plus vite./Lisez plus vite.
36. Raise your hand.	Lève la main./Levez la main.
37. Stand up.	Lève-toi./Levez-vous.
38. I like the ___.	J'aime le ___.
39. Look outside.	Regarde dehors./Regardez dehors.
40. Don't make any noise	Ne fais pas de bruit./
	Ne faites pas de bruit.
41. I don't like ___.	Je n'aime pas ___.
42. Don't stop after every word.	Ne t'arrête pas après chaque mot.
	Ne vous arrêtez pas après chaque mot.
43. Don't leave the line.	Ne sors pas du rang./
	Ne sortez pas du rang.
44. Pass the ___.	Fais passer le (la, les) ___.
	Faites passer le (la, les) ___.
45. Put the ___ on the table	Mets le (la, les) sur la table.
	Mettez le (la, les) sur la table.

46. Put a mark on the squre. — Marque le carré./Marquez le carré.
47. Get in line. — Mets-toi en rang./Mettez-vous en rang.
48. Pay attention. — Fais attention./ Faites attention.
49. Put things in their place. — Range les affaires où il faut./ Rangez les affaires où il faut.
50. Put your hands on your head. — Mets tes mains sur la tête. Mettez vos mains sur la tête.

" " waist. . . . . .à la taille.
" " knees. . . . . .sur les genoux.

51. Why are you happy? — Pourquoi es-tu heureux (content)? Pourquoi êtes-vous heureux (contents)?
52. Why do you like ti? — Pourquoi l'aimes-tu?/ Pourquoi l'aimez-vous?
53. What a beautiful day! — Quelle belle journee!
54. What kind of day is today? — Quel temps fait-il aujourd'hui?
55. What day is today? — Quel jour sommes-nous aujourd'hui?
56. On what day do we celebrate ___? — Quel jour célèbre-t-on ___?
57. Who says ___? — Qui dit ___?
58. Collect the papers. — Ramasse les papiers. Ramassez les papiers.
59. Pass out the ___. — Distribue les ___./Distribuez les ___.
60. Repeat after me. — Répète après moi./Répétez après moi.
61. You may go. — Tu peux partir./Vous pouvez partir.
62. Sit down. — Assieds-toi./Asseyez-vous.
63. Silence. — Silence.
64. All together. Everybody. — Tous ensemble. Tout le monde.
65. Bring me the ___. — Apporte-moi le ___./ Apportez-moi le ___.
66. One moment. — Un moment.
67. You alone. — Toi seul.
68. We're going to sing. — Nous allons chanter.
" play. " jouer.
" repeat. " répéter.
" follow. " suivre
" begin. " commencer.
" make a circle. " faire un cercle.
69. Go to the ___. — Va au (à la) ___. Allez au (à la) ___.

Objets et Emplacements de la Salle de Classe. (Classroom Objects and Locations.)

1.	Give me a piece of chalk.	Donne-moi un morceau de craie./ Donnez-moi un morceau de craie.
2.	Where is the desk?	Où es le bureau?
3.	Where is the door?	Où est la porte?
4.	Go to the blackboard.	Va au tableau./Allez au tableau.
5.	Where is the window?	Où est la fenêtre?
6.	Go to your desk(s).	Va à ta table./Allez à vos tables.
7.	Give me an eraser.	Donne-moi une gomme./ Donnez-moi une gomme.
8.	Show me a book.	Montre-moi un livre./ Montrez-moi un livre.
9.	Show me a piece of paper.	Montre-moi une feuille de papier./ Montrez-moi une feuille de papier.
10.	Show me a pencil	Montre-moi un crayon./ Montrez-moi un crayon.

Parties du Corps. (Parts of the Body.)

1.	Touch your right foot.	Touche ton pied droit./ Touchez votre pied droit.
2.	Touch your head.	Touche ta tête./Touchez votre tête.
3.	Touch your elbow.	Touche ton coude./Touchez votre coude.
4.	Touch your eyes.	Touche tes yeux./Touchez vos yeux.
5.	Touch your forehead.	Touche ton front./Touchez votre front.
6.	Touch your nose.	Touche ton nez./Touchez votre nez.
7.	Touch an ear.	Touche une oreille./ Touchez une oreille.
8.	Touch your hair.	Touche tes cheveux./ Touchez vos cheveux.
9.	Touch a finger.	Touche un doigt./Touchez un doigt.
10.	Touch your knee.	Touche ton genou./Touchez votre genou.

Activités Physiques. (Body Actions.)

1.	Sit down.	Assieds-toi./Asseyez-vous.
2.	Stand up.	Lève-toi./Levez-vous.
3.	Raise your right hand.	Lève ta main droite./ Levez votre main droite.
4.	Jump.	Saute./Sautez.
5.	Run.	Cours./Courez.
6.	Walk faster, quickly.	Marche plus vite, vite./ Marchez plus vite, vite.
7.	Walk slowly.	Marche lentement./Marchez lentement.
8.	Put your head down.	Baisse la tête./Baissez la tête.
9.	Lift your foot.	Lève ton pied./Levez votre pied.
10.	Move your hand.	Bouge ta main./Bougez votre main.

Actions. (Identifying Actions.)

1.	The boy is reading a book.	Le garçon lit un livre.
2.	The girl is sleeping.	La fille dort.
3.	The baby is crying.	Le bébé pleure.
4.	The children are playing ball.	Les enfants jouent au ballon.
5.	The family is eating.	La famille mange.
6.	The children are running.	Les enfants courent.
7.	The girl is sitting.	La fille est assise.
8.	The teacher is writing.	Le professeur écrit.
9.	The children are dancing.	Les enfants dansent.
10.	She is opening the door.	Elle ouvre la porte.

Les Couleurs. (Colors.)

Given a picture of a boy and a girl to color, the pupil will select the proper crayon, indicated by the speaker, and will color items of clothing, as indicated by the speaker in French.

Couleurs:	red	rouge
	blue	bleu
	green	vert
	white	blanc
	black	noir
	orange	orange
	yellow	jaune
	brown	brun

Given a colored picture and asked, "What color is the _____?"
(De quelle couleur est _____?)
the pupil will name the colors.

1.	The dog is black.	Le chien est noir.
2.	The chick is yellow.	Le poussin est jaune.
3.	The blouse is red.	La blouse est rouge.
4.	The shoes are brown.	Les chaussures sont brunes.

Nombres. (Numbers.)

After hearing a number, the pupil will be able to correctly say the number that follows.
Numbers to be used: Any number from 1 to 100.
Any number by the hundreds, from 100 to 1000.
(N'importe quel nombre de 1 à 100.
N'importe quel nombre par centaines, de 100 à 1000.)

Calendrier. (Calendar.)

As the speaker calls out a day of the week or a month of the year in French, the pupil will point to that day or month on the calendar and say, "Voici _____.", giving the day or month.

Example:	Monday	lundi
	Tuesday	mardi
	Wednesday	mercredi
	Thursday	jeudi

Friday	vendredi
Saturday	samedi
Sunday	dimanche
January	janvier
February	février
March	mars
April	avril
May	mai
June	juin
July	juillet
August	août
September	septembre
October	octobre
November	novembre
December	décembre

L'heure. (Clock Time.)

When shown a clock with the hands indicating the time on the hour, and after hearing the speaker say a clock time for it, the pupil will indicate "oui" if both the visual and spoken time correspond.

Example:	1.	It is two o'clock.	Il est deux heures.
	2.	" one "	Il est une heure.
	3.	" three "	Il est trois heures.
	4.	" eleven "	Il est onze heures.
	5.	" eight "	Il est huit heures.

Comment Dire L'heure. (Telling Clock Time.)

When shown a clock with the hands indicating the time on the hour, the pupil will say the correct time in French.

Example:	1.	It is two o'clock.	Il est deux heures.
	2.	" one "	Il est une heure.
	3.	" three "	Il est trois heures.
	4.	" eleven "	Il est onze heures.
	5.	" eight "	Il est huit heures.

Les Vêtements. (Clothing.)

When shown a doll or a picture of a boy or girl, and given directions in French, the pupil will answer the question, "What is the boy wearing?" (Qu'est-ce que le garçon porte?). The pupil will identify the article of clothing touched while using the language pattern,

1.	The girl is wearing a blouse.	La fille porte une blouse.
2.	The boy is wearing a shirt.	Le garçon porte une chemise.
3.	The girl is wearing socks.	La fille porte des chaussettes.
4.	The boy is wearing a hat.	Le garçon porte un chapeau.
5.	The girl is wearing shoes.	La fille porte des chaussures.

Membres de la Famille. (Family Members.)

Shown a picture of a family, the pupil will identify its members while using the language pattern, "C'est le _____, C'est la _____".
The teacher says, "This is a family. Tell me who is in the picture." (C'est une famille. Dis-moi qui est dans l'image.")

1.	This is the mother.	C'est la mère.
2.	This is the daughter.	C'est la fille.
3.	This is the father.	C'est le père.
4.	This is the son.	C'est le fils.
5.	This is the baby.	C'est le bébé.

La Maison. (House.)

Using a flannel board depicting a house or a dollhouse, the pupil will correctly place a doll or figure in the room indicated by the speaker, who will use the expression "Mets le garçon _____".

1.	Put the boy in the bedroom.	Mets le garçon dans la chambre.
2.	" living room.	" dans le salon.

3.	Put the boy in the dining room.	Mets le garçon dans la salle à manger.
4.	" in the bathroom.	" dans la salle de bains.
5.	" in the kitchen.	" dans la cuisine.
6.	" in the yard.	" dans la cour.
7.	" in the basement.	" au sous-sol.
8.	" on the floor.	" sur le plancher.

Nourriture, Repas. (Common Foods, Meals)

Given a basket of plastic models or real food, the pupil will correctly give to the speaker the items for which he asks. Sample:

1.	Give me an apple.	Donne-moi une pomme./ Donnez-moi une pomme.
2.	Give me the meat.	Donne-moi (Donnez-moi) la viande.
3.	Give me the bread.	Donne-moi (Donnez-moi) le pain.
4.	Give me the carrot.	Donne-moi (Donnez-moi) la carotte.
5.	Give me the orange.	Donne-moi (Donnez-moi) l'orange.
6.	Give me the lemon.	Donne-moi (Donnez-moi) le citron.
7.	Give me the tomato.	Donne-moi (Donnez-moi) la tomate.
8.	Give me the grapes.	Donne-moi (Donnez-moi) les raisins.
9.	Give me the banana.	Donne-moi (Donnez-moi) la banane.
10.	Give me the milk.	Donne-moi (Donnez-moi) le lait.

L'école. (School Building)

Given a booklet containing five sets of pictures (three pictures in each set), the pupil will mark the appropriate picture in each set after hearing a statement abour each. Sample:

1.	The boy is in the office.	Le garçon est dans le bureau.
2.	The boy is in the classroom.	Le garçon est dans la salle de classe.
3.	The boy is on the playground.	Le garçon est dans la cour de récréation.
4.	The boy is in the lunchroom.	Le garçon est dans la cantine.
5.	The boy is in the bathroom.	Le garçon est aux toilettes.

Personnel de L'école. (School Personnel.)

Given a booklet containing five sets of pictures (three pictures in each set), the pupil will mark the appropriate picture in each set after hearing a statement about each.

1.	The secretary is in the office.	La secrétaire est dans le bureau.
2.	The principal speaks with the child.	Le directeur parle avec l'enfant.
3.	The teacher writes on the blackboard.	Le professeur (l'instituteur, l'institutrice) écrit sur le tableau.
4.	The engineer locks the door.	Le gardien ferme la porte à clé.
5.	The nurse examines the girl.	L'infirmière ausculte la fille.

Fêtes. (Holidays.)

When shown pictures or items typical of holidays, the pupil will say which holiday each one represents. Sample: Noël (Christmas), Pâques (Easter).

Animaux. (Animals.)

When shown pictures or figures of animals and given instructions in French, the pupil will be able to identify the animals correctly, while using the language pattern "C'est un _____, C'est une _____" (This is a _____). Sample:

1.	This is a donkey.	C'est un âne.
2.	This is a horse.	C'est un cheval.
3.	This is a tiger.	C'est un tigre.
4.	This is an elephant.	C'est un éléphant.
5.	This is a chick.	C'est un poussin.
6.	This is a dog.	C'est un chien.
7.	This is a cat.	C'est un chat.
8.	This is a lion.	C'est un lion.
9.	This is a cow.	C'est une vache.

Expressions et Vocabulaire Concernant les Mathématiques. (Expressions and Vocabulary Dealing with Mathematics.)

1.	Find the sum.	Trouve (Trouvez) la somme.
	Find the difference.	Trouve (Trouvez) la différence.
	Find the product.	Trouve (Trouvez) le produit.
2.	Now we're going to count.	Maintenant nous allons compter.
	" subtract.	" soustraire.
	" multiply.	" multiplier.
	" divide.	" divisier.
	" measure.	" mesurer.
	" write.	" écrire.
	" add.	" additioner.
3.	Which is the biggest?	Lequel est le plus grand?
	" smallest?	" plus petit?
	" middle size?	" moyen?
4.	This is a red circle.	C'est un cercle rouge.
	This is a yellow square.	C'est un carré jaune.
	This is a green triangle.	C'est un triangle vert.
5.	How many books are there in this set?	Combien de livres y a-t-il dans ce groupe?
	How many apples are there in this set?	Combien de pommes y a-t-il dans ce groupe?
6.	How many do you need to complete _____?	Combien en faut-il pour compléter ____?
7.	Put _____ together with _____.	Mets (Mettez) _____avec _____.
8.	How many do you have in all?	Combien de _____ as-tu (avez-vous) en tout?
9.	Separate _____.	Sépare (Séparez) _____.
10.	How many are left?	Combien en reste-t-il?
11.	What number is this?	Quel est ce nombre?
12.	Bring me the number fifteen.	Apporte-moi le nombre quinze.
13.	Write the number three.	Ecris (Ecrivez) le chiffre trois.
	" ten.	" nombre dix.
	" thirteen.	" nombre treize.

14.	Write the numbers from _____ to _____.	Ecris (Ecrivez) les nombres de _____ à _____.
15.	Give me the number one.	Donne-moi (Donnez-moi) le chiffre un.
	" twenty.	" nombre vingt.
	" one hundred.	" nombre cent.
16.	Count from one to thirty.	Compte (Comptez) de un à trente.
	Count to one hundred by tens.	Compte (Comptez) jusqu'à cent par dizaines.
17.	What is this figure, a triangle or a circle?	Quelle est cette forme, un triangle ou un cercle?
18.	How many are present?	Combien y a-t-il de présents?
	How many are absent?	Combien y a-t-il d'absents?
19.	Who wants to count the girls?	Qui veut compter les filles?
	" boys?	" garçons?
20.	How many do we have?	Combien avons-nous de _____?
21.	What is the correct answer?	Quelle est la bonne réponse?
22.	Put the sticks in the _____.	Mets (Mettez) les bâtons dans le (la) _____.

Expressions et Vocabulaire Concernant les Sciences. (Expressions and Vocabulary Dealing with Science.)

1.	We are going to observe.	Nous allons observer.
2.	What observations did you make?	Qu'as-tu (avez-vous) remarqué?
3.	What properties does the object have?	Quelles sont les propriétés de l'objet?
4.	Describe the object.	Décris (Décrivez) l'objet.
5.	Say something about your objects.	Dis (Dites) quelque chose au sujet de tes (vos) objets.
6.	Classify the objects.	Classifie (Classifiez) les objets.
7.	Classify your red objects.	" objets rouges.
8.	Classify your objects in groups.	Classifie (Classifiez) vos objets en groupes.
9.	How did you classify the objects?	Comment as-tu (avez-vous) classifié les objets?
10.	Why did you classify them that way?	Pourquoi les as-tu (avez-vous) classifiés comme ça?

11.	Classify the objects according to color, form, and the material they are made of.	Classifie (Classifiez) les objets d'après la couleur, la forme, et la matière dont ils sont faits.
12.	What is the color of this object?	Quelle est la couleur de cet objet?
13.	Organize your objects in groups.	Arrange (Arrangez) tes (vos) objets en groupes.
14.	Think of a property. Group the objects that have that property.	Pense (Pensez) à une propriété. Groupe (Groupez) les objets qui ont cette propriété.
15.	Place the doubtful objects in your undecided group.	Mets (Mettez) les objets dont tu doutes (vous doutez) dans un groupe 'incertain'
16.	Prove it. How do you know that? What evidence do you have?	Prouve (Prouvez) ça. Comment le sais-tu (savez-vous)? Quelle preuve as-tu (avez-vous)?
17.	Which differences have you observed?	Quelles différences as-tu (avez-vous) remarqué ?
18.	What is the object made from?	En quoi est fait l'objet?
19.	Use your magnifying glass. What do you see?	Sers-toi de ta loupe. Que vois-tu?/ Servez-vous de votre loupe. Que voyez-vous?
20.	Compare these objects.	Compare (Comparez) ces objets.
21.	How are these objects alike? How are they different?	En quoi les objets se ressemblent-ils? En quoi sont-ils différents?
22.	Group the objects made from the same material.	Groupe (Groupez) les objets faits de la même matière.
23.	Find the parts of this object (a pencil) made from different materials.	Trouve (Trouvez) les parties de cet objet (un crayon) qui sont de matières différentes.
24.	Circle/classify/group the objects that contain one/more than one material.	Entoure (Entourez)/ classifie (classifiez)/ groupe (groupez) les objets qui contiennent une/plus d'une matière.
25.	Look for materials.	Cherche (Cherchez) les matières.
26.	Look for a way to organize your pieces of wood in groups.	Essaye (Essayez) d'organiser tes (vos) morceaux de bois en groupes.

27.	Compare your pieces of metal with those of your classmates. Tell your classmates how you classified your objects.	Compare (Comparez) tes (vos) morceaux de métal avec ceux de tes (vos) camarades de classe. Dis (Dites) à tes (vos) camarades comment tu as (vous avez) classifié tes (vos) objets.
28.	How many different classes of wood (metal) do you have?	Combien d'espèces de bois (métal) as-tu (avez-vous)?
29.	Work with your partner. Change the pieces of wood to sawdust.	Travaille (Travaillez) avec ton (votre) partenaire. Transforme (Transformez) tes (vos) morceaux de bois en sciure de bois.
30.	What change did you see?	Quelle différence observes-tu (observez-vous)?
	How does the sawdust feel when you touch it?	Quelle sensation ressens-tu? (ressentez-vous) lorsque tu la touches (vous la touchez)?
	How is the sawdust similar to the piece of wood?	En quoi la sciure est-elle semblable au bois?
31.	Organize your groups in a different way.	Réarrange (Réarrangez) tes (vos) groupes.
32.	Find a blue object in the classroom.	Trouve (Trouvez) un objet bleu dans la salle de classe.
33.	Are there a lot of colors on the table?	Y a-t-il beaucoup de couleurs sur la table?
34.	Why did you put those three colors together?	Pourquoi as-tu (avez-vous) mis ces trois couleurs ensemble?
35.	What is this?	Qu'est-ce que c'est?
36.	What does it taste like?	A quoi a-t-il le goût?
37.	What color is a pumpkin?	De quelle couleur est le potiron?
	" a seed?	" la graine?
	" an apple?	" la pomme?

Vocabulaire. (Vocabulary.)

1.	water	l'eau
2.	air	l'air
3.	nourishment	la nourriture
4.	smooth	lisse
5.	hot	chaud(e)
6.	grow	pousser
7.	day	le jour
8.	hard	dur(e)
9.	flower	la fleur
10.	fresh	frais (fraîche)
11.	cold	froid(e)
12.	fruit	le fruit
13.	grain	le grain
14.	rain	la pluie
15.	snow	la neige
16.	night	la nuit
17.	observe	observer
18.	rocks	les cailloux, les pierres, les roches
19.	plants	les plantes
20.	rotten	pourri(e)
21.	roots	les racines
22.	flavor	le goût
23.	seeds	les graines
24.	sun	le soleil
25.	soft	doux (douce)
26.	sweet	sucré(e)
27.	warm	chaud(e)
28.	earth	la terre
29.	rough	rugueux (rugueuse)

Matérial. (Equipment.)

1.	container	le récipient
2.	rocks	les cailloux, les roches, les pierres
3.	shells	les coquillages
4.	blocks	les blocs

5.	bag(s)	les sacs
6.	magnifying glass	la loupe
7.	lens/microscope	la lentille/ le microscope
8.	aquarium	l'aquarium
9.	terrarium	le terrarium
10.	crayon, colored pencil	le crayon de couleur
11.	litmus paper	le papier de tournesol
12.	file	la lime
13.	knife	le couteau
14.	matches	les allumettes
15.	sponge	l'éponge
16.	aluminum foil	le papier d'aluminium

Objets. (Objects.)

1.	sawdust	la sciure de bois
2.	blocks	les blocs
3.	buttons	les boutons
4.	shells	les coquillages
5.	pieces of wood (plastic, metal)	morceaux de bois (plastique, métal)
6.	plants: flowers, stems, leaves	plantes: fleurs, tiges, feuilles
7.	rocks	les cailloux, les roches, les pierres

Propriétés. (Properties.)

1.	Color:	red, blue, yellow, green orange, purple, brown, black, white, pink	Couleur: rouge, bleu, jaune, vert, orange, violet, brun, noir, blanc, rose
2.	Size:	large, larger, largest small, smaller, smallest	Taille: grand, plus grand, le plus grand petit, plus petit, le plus petit
3.	Form:	round, square, triangular	Forme: rond, carré, triangulaire

Matière. (Material.)

1.	wood	le bois
2.	plastic	le plastique
3.	metal	le métal

4.	sponge	l'éponge
5.	rubber	le caoutchouc
6.	aluminum foil	le papier d'aluminium
7.	ashes	les cendres
8.	slivers of wood	des copeaux de bois
9.	powder	la poudre

Hauteur. (Height.)

1.	tall	grand
2.	short	petit
3.	high	haut
4.	low	bas

Expressions et Vocabulaire Concernant les Sciences Sociales.
(Expressions and Vocabulary Dealing with Social Studies.)

1.	What do you understand by "community"?	Que signifie "la communauté"?
2.	Who helps in a community?	Qui aide la communauté?
3.	What is the importance of the different members of the community?	Quelle est l'importance des différents membres de la communauté?
4.	What kind of work does a _____ do?	Quel genre de travail fait un _____?
5.	Why is his work important?	Pourquoi son travail est-il important?
6.	What kind of clothes does a _____ wear?	Quel genre de vêtements porte un _____?
7.	Are you (sing.) a member of the community?	Es-tu un membre de la communauté?
8.	How many members are there in your family?	Combien de personnes y a-t-il dans ta famille?
9.	What kind of work do the different members of your family do?	Quel genre de travail chaque membre de la famille fait-il?
10.	How do you help?	Comment aides-tu?

11.	What are the names of the persons who help us in school?	Comment s'appellent les personnes qui nous aident à l'école?
12.	What are the names of the persons who help us in the city?	Comment s'appellent les personnes qui nous aident dans la ville?
13.	What is the name of this person who works in the school (office, community, hospital)?	Comment s'appelle la personne qui travaille à l'école (dans un bureau, dans la communauté, dans un hôpital)?
14.	What does the doctor do?	Que fait le docteur?
	" the nurse do?	" l'infirmière?
	" the principal do?	" le directeur?
	" the teacher do?	" le professeur?
	" the barber do?	" le coiffeur?
	" the fireman do?	" le pompier?
15.	How does the nurse help us?	Comment l'infirmière nous aide-t-elle?
	" the teacher "	" le professeur nous aide-t-il?
	" the engineer "	" le gardien "

Expressions et Vocabulaire Concernant les Arts.
(Expressions and Vocabulary Dealing with Art.)

1.	Draw a boy.	Dessine un garçon./Dessinez un garçon.
	Draw a tree.	Dessine un arbre./Dessinez un arbre.
	Draw a house.	Dessine une maison./Dessinez une maison
2.	Use the color red.	Utilise la couleur rouge. (Utilisez)
	" green.	" verte.
	" blue.	" bleue.
	" black.	" noire.
3.	_____ a table.	_____une table.
	_____ a flower.	_____une fleur.
	_____ a house.	_____une maison.
4.	Color the picture.	Colorie l'image./Coloriez l'image.
5.	Cut out the picture.	Découpe l'image./Découpez l'image.
	Cut out the drawing.	Découpe le dessin./Découpez le dessin.
6.	We're going to color.	Nous allons colorier.
	Let's color.	Colorions.
	We're going to draw.	Nous allons dessiner.
	Let's draw.	Dessinons.
	We're going to cut out the picture./Let's cut.	Nous allons découper l'image./ Découpons.

Expressions et Vocabulaire Concernant la Musique.
(Expressions and Vocabulary Dealing with Music.)

1.	Let's sing higher.	Chantons plus haut.
	Let's sing lower.	Chantons plus bas.
	Let's sing together.	Chantons ensemble.
2.	Who wants to sing this song?	Qui veut chanter cette chanson?
	Who wants to play this song?	Qui veut jouer cette chanson?
	Who wants to applaud this song?	Qui veut applaudir?

Useful French Expressions*

A	A
Again.	Encore.
All right.	Bien.
All together.	Tous ensemble.
Are you finished?	As-tu fini? Avez-vous fini?
Are you ready?	Es-tu prêt(e)? Etes-vous prêt(e)?
Attention.	Attention.
B	**B**
Be careful.	Attention. Fais attention. Faites attention.
Behave yourself.	Sois sage. Soyez sage. Tiens-toi comme il faut. Tenez-vous comme il faut.
Bring it here.	Apporte-le ici. Apportez-le ici.
Bring it back (signed).	Rapporte-le signé. Rapportez-le signé.
Bring milk money.	Apporte l'argent pour le lait. Apportez l'argent pour le lait.
C	**C**
Can you do it?	Peux-tu le faire? Pouvez-vous le faire?
Can you hear me?	M'entends-tu? M'entendez-vous?
Can you see this?	Vois-tu ceci? Voyez-vous ceci?
Can you tell me?	Peux-tu me dire? Pouvez-vous me dire?
Close the door.	Ferme la porte. Fermez la porte.
Close the window.	Ferme la fenêtre. Fermez la fenêtre.
Close your book.	Ferme ton livre. Fermez votre livre.
Come.	Viens. Venez.
Come early.	Viens tôt (de bonne heure). Venez tôt (de bonne heure).
Come back soon.	Reviens vite (bientôt). Revenez vite (bientôt).
Come here.	Viens ici. Venez ici.
Come quickly.	Viens vite. Venez vite.
Come back quickly.	Reviens vite. Revenez vite.

* Developed by the staff of the Multi-Language School.

C	C
Copy it.	Copie-le. Copiez-le.
Cut out the picture.	Découpe l'image. Découpez l'image.
D	D
Dance.	Danse. Dansez.
Do you have a pencil?	As-tu un crayon? Avez-vous un crayon?
Do you hear me?	M'entends-tu? M'entendez-vous?
Do you know it?	Le sais-tu? Le savez-vous? Le connais-tu? Le connaissez-vous?
Do you know your way home?	Sais-tu comment revenir chez toi? Savez-vous comment revenir chez vous?
Do you like it?	L'aimes-tu? L'aimez-vous? Aimes-tu ça? Aimez-vous ça? Est-ce que ça te plaît? Est-ce que ça vous plaît?
Do you understand?	Comprends-tu? Comprenez-vous?
Do you work.	Fais ton travail. Faites votre travail.
Don't forget.	N'oublie pas. N'oubliez pas.
Don't go now.	Ne pars pas maintenant. Ne partez pas maintenant.
Don't run.	Ne cours pas. Ne courez pas.
Don't shout.	Ne crie pas. Ne criez pas.
Don't touch it.	Ne le touche pas. Ne le touchez pas.
E	E
Earlier.	Plus tôt. Auparavant. Avant.
Eat.	Mange. Mangez.
Erase it.	Efface-le. Effacez-le.
Excuse me.	Excuse-moi. Excusez-moi. Pardon. Je m'excuse.
G	G
Get a partner.	Prends un partenaire. Prenez un partenaire.

G	G
Get your jacket.	Va chercher ton blouson.
	Allez chercher votre blouson.
Give it to me.	Donne-le-moi.
	Donnez-le-moi.
Give it to her.	Donne-le-lui.
	Donnez-le-lui.
Give it to him.	Donne-le-lui.
	Donnez-le-lui.
Go home.	Va chez toi.
	Allez chez vous.
	Va à la maison.
	Allez à la maison.
Go to the bathroom.	Va aux toilettes.
	Allez aux toilettes.
Good-afternoon.	Bonjour.
Good-bye.	Au revoir.
	Adieu.
Good day.	Bonjour.
Good evening.	Bonsoir.
Good night.	Bonne nuit.
H	H
Hang up your coat	Accroche ton manteau.
	Accrochez votre manteau.
	Suspends ton manteau.
	Suspendez votre manteau.
Have you any brothers or sisters?	As-tu des frères ou des soeurs?
	Avez-vous des frères ou des soeurs?
Hold this.	Tiens ça.
	Tenez ça.
How many?	Combien de?
How much?	Combien de? Combien?
How old are you?	Quel âge as-tu?
	Quel âge avez-vous?
How pretty!	Que c'est joli!
	Que c'est beau!
Hurry up!	Dépêche-toi!
	Dépêchez-vous!
I	I
I don't know.	Je ne sais pas.
I don't like it.	Je ne l'aime pas.
	Je n'aime pas ça.
I don't understand it.	Je ne le comprends pas.
	Je ne comprends pas ça.
I will help you.	Je vais t'aider.
	Je vais vous aider.
	Je t'aiderai.
	Je vous aiderai.
I'll be right back.	Je reviens tout de suite.
I'll see you later.	A plus tard.

I	I
I'm sorry.	Je regrette. Pardon.
Is it your fault?	Est-ce de ta faute? Est-ce de votre faute?
Is it yours?	Est-ce à toi? Est-ce à vous? Est-ce le tien? Est-ce le vôtre?
It does not matter.	Ça ne fait rien. Ça n'a pas d'importance.
K	K
Keep going.	Avance. Avancez. Vas-y. Allez-y.
L	L
Leave it alone.	Laisse-le. Laissez-le.
Let's go!	Allons-y.
Let's see.	Voyons.
Line up.	Mets-toi en rang. Mettez-vous en rang.
Listen.	Ecoute. Ecoutez.
Look.	Regarde. Regardez.
Look at this.	Regarde ça (ceci). Regardez ça (ceci).
M	M
Many thanks.	Merci beaucoup.
Mr.	Monsieur (M.).
Mrs.	Madame (Mme).
Miss	Mademoiselle (Mlle).
My name is...	Je m'appelle...
N	N
Next.	Prochain(e). Après. Au suivant.
Next week.	La semaine prochaine.
No pushing.	Ne pousse pas. Ne poussez pas.
Now.	Maintenant.
Never do that.	Ne fais jamais ça. Ne faites jamais ça.
Nothing else.	Plus rien. Rien d'autre.
O	O
Open the door.	Ouvre la porte. Ouvrez la porte.

O	O
Open the window.	Ouvre la fenêtre. Ouvrez la fenêtre.
Open your book.	Ouvre ton livre. Ouvrez votre livre.
Open your books.	Ouvre tes livres. Ouvrez vos livres.
P	P
Pardon me.	Pardon. Excuse-moi. Excusez-moi.
Pay attention.	Fais attention. Faites attention. Sois attentif. Soyez attentif.
Pick it up.	Ramasse-le. Ramassez-le.
Play.	Joue. Jouez.
Please.	S'il te plaît. S'il vous plaît.
Put everything away.	Range tout. Rangez tout.
Put it here.	Mets-le ici. Mettez-le ici.
Put on your coat.	Mets ton manteau. Mettez votre manteau.
Put on your boots.	Mets tes bottes. Mettez vos bottes.
Put on your gloves.	Mets tes gants. Mettez vos gants.
Put on your hat.	Mets ton chapeau. Mettez votre chapeau.
Put on your jacket.	Mets ton blouson. Mettez votre blouson.
Put your things away.	Range tes affaires. Rangez vos affaires.
Q	Q
Quickly.	Vite.
Quiet.	Silence.
R	R
Raise your hand.	Lève la main. Levez la main.
Read it.	Lis-le. Lisez-le.
Repeat.	Répète. Répétez.

S	S
Say it slowly.	Dis-le lentement.
	Dites-le lentement.
Say it again.	Répète-le.
	Répétez-le.
	Redis-le.
	Redites-le.
See you tomorrow.	A demain.
Silence!	Silence.
Sing.	Chante.
	Chantez.
Stay outside.	Reste dehors.
	Restez dehors.
Sit down.	Assieds-toi.
	Asseyez-vous.
Stand up.	Lève-toi.
	Levez-vous.
Speak louder.	Parle plus fort.
	Parlez plus fort.
Speak slowly.	Parle lentement.
	Parlez lentement.
Stay home.	Reste chez toi.
	Restez chez vous.
	Reste à la maison.
	Restez à la maison.
Stop!	Arrête-toi.
	Arrêtez-vous.
T	T
Take it.	Prends-le.
	Prenez-le.
Take it home.	Emporte-le chez toi.
	Emportez-le chez vous.
Take off your hat.	Enlève ton chapeau.
	Enlevez votre chapeau.
Take off your coat.	Enlève ton manteau.
	Enlevez votre manteau.
Take off your boots.	Enlève tes bottes.
	Enlevez vos bottes.
Take off your gloves.	Enlève tes gants.
	Enlevez vos gants.
Take off your jacket.	Enlève ton blouson.
	Enlevez votre blouson.
Thank you.	Merci.
That's good.	C'est bien.
	C'est bon.
This is...	C'est ....
This week.	Cette semaine.
There is no school tomorrow.	Il n'y aura pas d'école demain.
Throw it in the wastebasket.	Jette-le dans la corbeille.
	Jetez-le dans la corbeille.

T	T
Throw your chewing gum away.	Jette ton chewing gum.
	Jetez votre chewing gum.
Tie your shoes.	Lace tes chaussures.
	Lacez vos chaussures.
Today.	Aujourd'hui.
Tomorrow.	Demain.
Tomorrow norning.	Demain matin.
Try to do it.	Essaye de le faire.
	Essayez de le faire.
U	U
Use your handkerchief.	Mouche-toi.
	Mouchez-vouz.
V	V
Very good.	Très bien.
W	W
Wait.	Attends.
	Attendez.
Wait for me.	Attends-moi.
	Attendez-moi.
Walk. Don't run.	Marche. Ne cours pas.
	Marchez. Ne courez pas.
Walk quickly and quietly.	Marche vite et en silence.
	Marchez vite et en silence.
Wash your hands.	Lave tes mains.
	Lavez vos mains.
	Lave-toi les mains.
	Lavez-vous les mains.
Watch your step.	Attention à la marche.
We are waiting.	On attend.
	Nous attendons.
What?	Quoi? Comment?
What are you looking for?	Que cherches-tu?
	Que cherchez-vous?
	Qu'est-ce que tu cherches?
	Qu'est-ce que vous cherchez?
What do you want?	Que veux-tu?
	Que voulez-vous?
	Qu'est-ce que tu veux?
	Qu'est-ce que vous voulez?
What a pity!	Quel dommage!
What is it?	Qu'est-ce que c'est?
What's the matter?	Qu'est-ce qu'il y a qui ne va pas?
What's your name?	Comment t'appelles-tu?
	Comment vous appelez-vous?
Why were you absent?	Pourquoi étais-tu absent?
	Pourquoi étiez-vous absent?
Why?	Pourquoi?
What's your father's name?	Comment s'appelle ton(votre)père?
What's your mother's name?	Comment s'appelle ta (votre) mère?

W	W
When?	Quand?
When were you born?	Quelle est ta (votre) date de naissance? Quand es-tu né? Quand etes-vous ne?
Where were you born?	Quel est ton (votre) lieu de naissance? Où es-tu né? Où êtes-vous né?
Where do you live?	Où habites-tu? Où habitez-vous?
Where is.....?	Où est .....?
Which?	Quel? Lequel?
Whisper.	Chuchote. Chuchotez. Parle doucement. Parlez doucement.
Who is your teacher?	Qui est ton (votre) professeur? (instituteur, institutrice)
Why are you late?	Pourquoi es-tu en retard? Pourquoi êtes-vous en retard?
Write it.	Ecris-le. Ecrivez-le.
Write your name.	Ecris ton nom. Ecrivez votre nom.
Y	Y
You're welcome.	De rien. Merci. Il n'y a pas de quoi.

milwaukee public schools

Multi-Language School

Useful German Expressions

A	
Again	Nochmal!
All right.	Gut, schön.
All together.	Alle zusammen!
Are you finished?	Bist du fertig?
	Seid ihr fertig?
	Bist du bereit?
	Seid ihr bereit?
Attention.	Aufpassen!
B	
Be careful.	Vorsicht!
	Sei vorsichtig!
	Seid vorsichtig!
Behave yourself.	Sei artig!
	Seid artig!
	Benimm dich!
	Benehmt euch!
Bring it here.	Bring es hierher!
	Bringt es hierher!
Bring it back (signed).	Bring es zurück (mit einer Unterschrift)!
	Bringt es zurück (mit einer Unterschrift)!
Bring milk money.	Bring Milchgeld!
	Bringt Milchgeld!
C	
Can you do it?	Kannst du das?
	Könnt ihr das?
Can you hear me?	Kannst du mich hören?
	Könnt ihr mich hören?
Can you see this?	Kannst du das sehen?
	Könnt ihr das sehen?
Can you tell me?	Kannst du mir das sagen?
	Könnt ihr mir das sagen?
Close the door.	Mach die Tür zu!
	Macht die Tür zu!
Close the window.	Mach das Fenster zu!
	Macht das Fenster zu!
Close your book.	Mach das Buch zu!
	Macht das Buch zu!
Come.	Komm!
	Kommt!
Come early.	Komm pünktlich! (rechtzeitig)
	Kommt pünktlich! (rechtzeitig)
Come back soon.	Komm bald wieder!
	Kommt bald wieder!
Come here.	Komm her!
	Kommt her!
Come quickly.	Komm schnell!
	Kommt schnell!
Come back quickly.	Komm schnell zurück!
	Kommt schnell zurück!

C (cont'd)

Copy it.	Schreib es ab! Schreibt es ab!
Cut out the picture.	Schneid das Bild aus! Schneidet das Bild aus!

D

Dance.	Tanz! Tanzt!
Do you have a pencil?	Hast du einen Bleistift? Habt ihr einen Bleistift?
Do you hear me?	Hörst du mich? Hört ihr mich?
Do you know it?	Weisst du das? Wisst ihr das?
Do you know your way home?	Weisst du den Weg nach Hause? Wisst ihr den Weg nach Hause?
Do you like it?	Gefällt es dir? Gefällt es euch?
Do you understand?	Verstehst du? Versteht ihr?
Do your work.	Mach die Arbeit! Macht die Arbeit!
Don't forget.	Vergiss nicht! Vergesst nicht!
Don't go now.	Geh jetzt nicht! Geht jetzt nicht!
Don't run.	Lauf nicht! Lauft nicht!
Don't shout.	Schrei nicht! Schreit nicht!
Don't touch it.	Berühr das nicht! Berührt das nicht!

E

Earlier.	Früher.
Eat.	Iss! Esst!
Erase it.	Radiere es! Radiert es!
Excuse me.	Entschuldigung! Verzeihung!

G

Get a partner.	Nimm einen Partner! Nehmt einen Partner!
Get your jacket.	Hol die Jacke! Holt die Jacken!
Give it to me.	Gib's mir! Gebt es mir!
Give it to her.	Gib's ihr! Gebt es ihr!
Give it to him.	Gib's ihm! Gebt es ihm!
Go home.	Geh nach Hause! Geht nach Hause!

G (cont'd)

Go to the bathroom.	Geh auf die Toilette! Geht auf die Toilette!
Good afternoon.	Guten Tag.
Good-bye.	Auf Wiedersehen.
Good day.	Guten Tag.
Good evening.	Guten Abend. Gute Nacht.

H

Hang up your coat.	Häng deinen Mantel auf! Hängt eure Mäntel auf!
Have you any brothers or sisters?	Hast du Geschwister? Habt ihr Geschwister?
Hold this.	Halte dies! Haltet dies!
How many?	Wie viele?
How much?	Wieviel?
How old are you?	Wie alt bist du? Wie alt seid ihr?
How pretty!	Wie schön!
Hurry up.	Schnell machen! Beeil dich! Beeilt euch!

I

I don't know.	Ich weiss nicht.
I don't like it.	Es gefällt mir nicht. Ich habe es nicht gern.
I don't understand it.	Ich verstehe es nicht.
I will help you.	Ich helfe dir.
I'll be right back.	Ich komme sofort zurück.
I'll see you later.	Bis später.
I'm sorry.	Es tut mir leid.
Is it your fault?	Bist du Schuld daran? Seid ihr Schuld daran?
Is this yours?	Gehört das dir? Gehört das euch?
It doesn't matter.	Das macht nichts. Mir ést es egal. Es ist mir gleich.

K

Keep going.	Mach weiter! Macht weiter! Geh weiter! Geht weiter!

L

Leave it alone.	Lass es sein! Lasst es sein!
Let's go.	Gehen wir!
Let's see.	Sehen wir!
Line up.	Stellt euch auf!
Listen.	Hör zu! Hört zu!

L (cont'd)	
Look.	Schau! Schaut!
Look at this.	Sieh dieses an! Seht dieses an!
M	
Many thanks.	Vielen Dank!
Mr.	Herr
Mrs.	Frau
Miss	Fräulein
My name is.....	Ich heisse....
N	
Next.	Als nächstes.
Next week.	Nächste Woche.
No pushing.	Nicht stossen!
Now.	Jetzt!
Never do that.	Tu das nie! Mach das nie! Tut das nie! Macht das nie!
Nothing else.	Sonst nichts.
O	
Open the door.	Mach die Tür auf! Macht die Tür auf!
Open the window.	Mach das Fenster auf! Macht das Fenster auf!
Open your book.	Mach das Buch auf! Macht das Buch auf!
Open your books.	Macht die Bücher auf!
P	
Pardon me.	Entschuldigung. Wie bitte?
Pay attention.	Gib acht! Gebt acht!
Pick it up.	Heb es auf! Hebt es auf!
Play.	Spiel! Spielt!
Please.	Bitte.
Put everything away.	Räume alles auf! Räumt alles auf!
Put it here.	Stelle es hierher! Stellt es hierher! Lege es hierher! Legt es hierher!
Put on your coat.	Zieh den Mantel an! Zieht den Mantel an!
Put on your boots.	Zieh die Stiefel an! Zieht die Stiefel an!
Put on your gloves.	Zieh die Handschuhe an! Zieht die Handschuhe an!
Put on your hat.	Setz die Mütze auf! Setzt die Mütze auf!
Put on your jacket.	Zieh die Jacke an! Zieht die Jacke an!
Put your things away.	Räume auf! Räumt auf!

Q

Quickly.	Schnell!
Quiet.	Ruhig!

R

Raise your hand.	Heb die Hand! Hebt die Hand!
Read it.	Lies es! Lest es!
Repeat.	Wiederhole! Wiederholt!

S

Say it slowly.	Sag es langsam! Sagt es langsam!
Say it again.	Sag es wieder! Sagt es wieder!
See you tomorrow.	Bis morgen!
Silence.	Ruhe!
Sing.	Sing! Singt!
Stay outside.	Bleib draussen! Bleibt draussen!
Sit down.	Setz dich! Setzt euch!
Stand up.	Steh auf! Steht auf!
Speak louder.	Sprich lauter! Sprecht lauter!
Speak slowly.	Sprich langsam! Sprecht langsam!
Stay home.	Bleib zu Hause! Bleibt zu Hause!
Stop.	Halt! Haltet!

T

Take it.	Nimm es! Nehmt es!
Take it home.	Nimm es mit nach Hause! Nehmt es mit nach Hause!
Take off your hat.	Nimm die Mütze ab! Nehmt die Mütze ab!
Take off your coat.	Zieh den Mantel aus! Zieht den Mantel aus!
Take off your boots.	Zieh die Stiefel aus! Zieht die Stiefel aus!
Take off your gloves.	Zieh die Handschuhe aus! Zieht die Handschuhe aus!
Take off your jacket.	Zieh die Jacke aus! Zieht die Jacke aus!
Thank you.	Danke!
That's good.	Das ist gut.
This is_____.	Das ist_____.
This week.	Diese Woche.
There is no school tomorrow.	Morgen ist keine Schule.
Throw it in the wastebasket.	Wirf es in den Papierkorb!

T (cont'd)	
Throw your chewing gum away.	Wirf den Kaugummi weg!
Tie your shoes.	Schnür die Schuhe!
	Schnürt die Schuhe!
Today.	Heute.
Tomorrow.	Morgen.
Tomorrow morning.	Morgen früh.
Try to do it.	Versuch es!
U	
Use your handkerchief.	Benütze dein Taschentuch!
	Benützt eure Taschentücher!
V	
Very good!	Sehr gut!
	Prima!
	Schön!
W	
Wait.	Warte!
	Wartet!
Wait for me.	Warte auf mich!
	Wartet auf mich!
Walk. Don't run.	Geh! Renn nicht!
	Geht! Rennt nicht!
Walk quickly and quietly.	Geh schnell und ruhig!
	Geht schnell und ruhig!
Wash your hands.	Wasch dir die Hände!
	Wascht euch die Hände!
Watch your step.	Pass auf!
	Passt auf!
We are waiting.	Wir warten.
What?	Was? Wie?
What are you looking for?	Was suchst du?
	Was willst du?
	Was wollt ihr?
What a pity!	Schade!
What is it?	Was ist es?
What's the matter?	Was ist los?
What's your name?	Wie heisst du?
	Wie heisst ihr?
Why were you absent?	Warum hast du gefehlt?
	Warum habt ihr gefehlt?
Why?	Warum?
What's your father's name?	Wie heisst dein Vater?
What's your mother's name?	Wie heisst deine Mutter?
When?	Wann?
When were you born?	Wann bist du geboren?
	Wann seid ihr geboren?
Where were you born?	Wo bist du geboren?
	Wo seid ihr geboren?
Where do you live?	Wo wohnst du?
	Wo wohnt ihr?

W (cont'd)

Where is_____?	Wo ist_____?
Which?	Welcher? Welche? Welches?
Whisper.	Flüstere! Flüstert!
Who is your teacher?	Wer ist deine Lehrerin? Wer ist eure Lehrerin?
Why are you late?	Warum kommst du zu spät?
Write it.	Schreib es! Schreibt es!
Write your name.	Schreib deinen Namen. Schreibt eure Namen.

Y

You're welcome.	Bitte schön.

	Passwords	Redewendungen	Mots de passe
4-2	Are we having recess soon?	Haben wir bald Pause?	Allons-nous prendre bientôt la récréation?
4-3	Are we having outdoor recess today?	Spielen wir heute draussen?	Y a-t-il récréation dehors aujourd'hui?
4-4	May I play with you?	Darf ich mitspielen?	Puis-je jouer avec toi?
4-5	Let's play basketball.	Spielen wir Korbball.	Jouons au basket.
4-6	May I have a ball?	Darf ich einen Ball haben?	Puis-je avoir un ballon?
4-9	Give me a jumprope, please.	Geben sie mir das Springseil, bitte.	Donne-moi une corde à sauter, s'il vous plaît.
4-10	I'll share that with you.	Ich teile das mit dir.	Je partage ça avec toi.
4-23	My bus was late.	Mein Bus kam spät an.	Mon autobus était en retard.
4-24	Is it time to go home?	Ist es zeit nach Hause zu gehen?	Est-ce que c'est l'heure de rentrer chez nous?
4-25	Is my bus here?	Ist mein Bus hier?	Est-ce que mon autobus est là?
4-26	Sit down next to me.	Setz dich neben mich hin.	Assieds-toi à côté de moi.
4-27	He was sitting in my place.	Er war an meinem Platz.	Il était assis à ma place.
4-30	What are we having to eat?	Was gibt es zu essen?	Qu'y a-t-il à manger?
5-1	How long is it before lunch?	Wie lange ist es noch zum Mittagessen?	Combien de minutes avant le déjeuner?
5-2	This tastes good!	Das schmeckt gut!	C'est bon!
5-3	I'm full.	Ich bin satt!	Je n'ai plus faim. Je suis rassasié.
5-4	Be careful with your flatware!	Sei vorsichtig mit dem Besteck!	Fais attention avec ton couvert.
5-7	May I have another milk?	Darf ich noch eine Milch haben?	Puis-je avoir d'autre lait?
5-8	Don't talk so loudly.	Sprech nicht so laut.	Ne parle pas si fort.
5-9	He's bothering me.	Er stört mich.	Il m'embête.
5-10	He's naughty.	Er ist ungezogen.	Il est vilain. (méchant)
5-11	Give that back!	Gib das zurück!	Rends-moi ça!
5-14	Did you see that T.V. program?	Hast du die Fernsehsendung gesehen?	Avez-vous vu ce programme à la télé?
5-15	I don't feel well.	Ich fühle mich nicht gut.	Je ne me sens pas bien.
5-16	I have a sore thraot.	Ich habe Halsweh.	J'ai mal à la gorge.
5-17	My head hurts.	Mein Kopf tut weh.	J'ai mal à la tête.
5-18	I was absent yesterday.	Gestern war ich nicht da.	J'étais absent hier.
5-21	I don't know how to say that.	Ich weiss nicht wie man das sagt.	Je ne sais pas dire ça.
5-22	I can't say that.	Ich kann das nicht sagen.	Je ne peux pas le dire.
5-23	We go down the steps quietly.	Wir gehen ruhig die Treppe hinunter.	Nous descendons les marches en silence.
5-24	Stay in line.	Bleib in der Reihe.	Restez en rang.
5-25	Watch out, otherwise you'll fall.	Gib acht, sonst fällst du.	Attention, ou tu vas tomber.

milwaukee public schools
Division of Curriculum and Instruction
Department of Elementary and Secondary Education

PASSWORDS USED AT THE MULTI-LANGUAGE SCHOOL

	Passwords	Redewendungen	Mots de passe
2-19	May I go to the bathroom?	Darf ich zur Toilette gehen?	Puis-je aller aux toilettes?
2-2	May I please have a drink of water?	Darf ich bitte Wasser trinken?	Puis-je aller boire de l'eau, s'il vous plaît?
2-21	May I please wash my hands?	Darf ich bitte meine Hände waschen?	Puis-je me laver les mains, s'il vous plaît?
2-22	May I please go to the office?	Darf ich bitte zum Büro gehen?	Puis-je aller au bureau, s'il vous plaît?
2-26	Can you help me?	Kannst du mir helfen?	Peux-tu m'aider?
2-27	Can you help me?	Können Sie mir helfen?	Pouvez-vous m'aider?
2-28	Give me . . .	Gib mir . . .	Donne-moi . . .
3-1	Show me . . .	Zeig mir . . .	Montre-moi . . .
3-2	I'm almost done.	Ich bin fast fertig.	J'ai presque fini.
3-5	May I go to the cloakroom?	Darf ich zur Garderobe gehen?	Puis-je aller au vestiaire?
3-6	May I please get my coat?	Darf ich bitte meinen Mantel holen?	Puis-je aller chercher mon manteau, s'il vous plaît?
3-7	I need paper.	Ich brauche Papier.	Je veux du papier.
3-8	I lost my pencil.	Ich habe meinen Bleistift verloren.	J'ai perdu mon crayon.
3-9	I can't find my eraser.	Ich kann meinen Gummi nicht finden.	Je ne trouve pas ma gomme.
3-12	I'm helping you.	Ich helfe dir.	Je t'aide.
3-13	That's very nice of you.	Das ist sehr nett von dir.	C'est très gentil.
3-14	Every person is unique.	Jede Person ist einmalig.	Chaque personne est unique.
3-15	We have respect for one another.	Wir haben Respekt für einander.	Nous respectons les autres.
3-16	I love my family.	Ich liebe meine Familie.	J'aime ma famille.
3-19	Hello. How are you?	Guten tag, wie geht es Ihnen?	Bonjour. Comment ça va?
3-20	Do you speak _____?	Sprechen sie Deutsch?	Parlez-vous français?
3-21	I speak _____.	Ich spreche Deutsch.	Je parle français.
3-22	My teacher's name is _____.	Meine Lehrerin heisst _____.	Mon professeur s'appelle _____.
3-23	Come again soon.	Kommt bald wieder.	Revenez nous voir bientôt.
3-26	Close the door.	Mach die Tür zu.	Ferme la porte.
3-27	Please pull down the shade.	Zieh bitte den Rolladen herunter.	Baissez le store s'il vous plaît.
3-28	May I borrow that?	Darf ich etwas zu leihen nehmen?	Puis-je emprunter ça?
3-29	That's mine. (That belongs to me.)	Das gehört mir.	C'est à moi.
3-30	Don't look at my paper.	Schau nicht auf mein Papier.	Ne regarde pas mon papier.

Speisekarte für April 1979

2. April
Käsebrot, überbacken
spanische Erdnusse
Erbsen
Pfirsichscheiben
Schokoladenmaisbrötchen
Knusprige Kekse

3. April
Taco mit Salat, Käse, Tomaten und scharfer Sosse
Mais
rosa Limonade
Preiselbeernkuchen mit Guss

4. April
Heisse Truthahnscheiben mit Brötchen und Sosse
Kohlsalat mit cremiger Sosse
Birnenhälfte in eigenem Saft
Haferflockenkuchen mit Guss

5. April
Hähnchenbeine mit Sosse
Kartoffelpuree
grüne Bohnen nach Lyonnaiser Art
Kürbisbrötchen
Obst kompott

6. April
Gehacktes auf Sesambrötchen mit Käse, Ketchup, Senf u. Gurken
Pommes Frites
Sellerie- und Karottenstückchen mit russischer Salatsosse
Gingerbrötchen mit Zitronenguss

9. April
Rindfleisch auf Haferbrötchen mit scharfer Sosse
gebrattene Kartoffelstückchen
gemischtes Gemüse
Orangenscheiben

10. April
Wurstbrötchen mit Ketchup, Senf u. Gurken
Kartoffeln mit Käse
Gelatine mit Obst
Schokoladenkuchen mit Guss

11. April

Elternbesprechung

12. April - 20. April

Ferien

23. April
Fischscheiben mit Sosse, gebratene Kartoffelstückchen, grüne Bohnen
Brötchen
Apfelmuss mit Zimt

24. April
Deutsche Bratwurst mit Maisbrötchen, Senf u. Ketchup
Sellerienstückchen
Erdnussbutterkuchen

25. April
Chili mit Nudeln
Spinatsalat mit Öl-Zitronen Sosse
Italienisches Brot
Erdbeergelatinennachtisch

26. April
Rindfleisch au jus mit Brötchen
Mais
Rot- und Weisskohlsalat mit cremiger Sosse
Obstkuchen mit Guss

27. April
gebackene Fleischrolle mit Sosse
Ries
gemischtes Gemüse
Bananenbrot
Apfelhälfte

30. April
Rind, Tomaten und Macaroni, überbacken
Salat mit Selleriesosse
warmes Maisbrot
Birnenhälfte

SAMPLE GERMAN AND FRENCH MENUS

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Menu Avril 1979

le 2 avril Sandwich au fromage cuit au four Cacahuètes Petits pois au beurre Tranches de pêches Biscuit de maïs au chocolat	**le 3 avril** Taco avec laitue, fromage râpé, tomate, et sauce piquante Grains de maïs au beurre Citronnade rose Gâteau aux airelles glacé	**le 4 avril** Tranches de dinde avec sauce veloutée sur petit pain de froment. Salade de chou râpé et de poivrons avec assaisonnement Moitiés de poire au jus Petit gâteau aux flocons d'avoine glacé	**le 5 avril** Cuisse pannée avec sauce veloutée Purée de pommes de terre Haricots verts à la lyonnaise Petit gâteau à la citrouille Salade de fruits	**le 6 avril** Hamburger avec fromage sur petit pain au sésame avec ketchup, moutarde, et condiment aux cornichons Frites Morceaux de céleri et de carottes avec assaisonnement «russe» Petit gâteau aux épices avec sauce du citron
le 9 avril Haché à la sauce tomate sur petit pain d'avoine Hachis de pommes de terre Macédoine de légumes Quartiers d'orange	**le 10 avril** Hot dog sur petit pain avec ketchup, moutarde, et condiment aux cornichons Tranches de pommes de terre au fromage Carré de gélatine verte aux fruits Gâteau au chocolat glacé	**le 11 avril** Journée de conférences	**le 12 avril** Journée professionelle	**le le avril - le 20 avril** Les vacances de printemps
le 23 avril Poisson pané avec sauce tartare Pommes de terre Haricots verts Petit pain Compote de pommes avec cannelle	**le 24 avril** Bratwurst allemand sur petit pain de maïs avec ketchup et moutarde Cassoulet Céleri Biscuit au beurre de cacahuète	**le 25 avril** Macaroni avec chili Salade verte avec vinaigrette Pain italien Gélatine aux fraises fouettée	**le 26 avril** Tranches de rosbif au jus sur petit pain français Grains de maïs assaisonnés Salade de chou râpé avec assaisonnement Gâteau aux fruits glacé	**le 27 avril** Pain de viande avec sauce veloutée Riz au persil Macédoine de légumes Pain à la banane Moitié de pomme
le 28 avril Plat de macoroni, haché, fromage, et tomate cuit au four Salade verte avec assaisonnement aux grains de céleri Pain de maïs Tranches de poires				

milwaukee public schools

Division of Municipal Recreation
and Community Education

Nom: _____

FRENCH TRANSLATION

OF A BOOKLET DEVELOPED BY MPS

TO GO ALONG WITH A FARM FIELD TRIP

Une Journée à la Ferme Oak Ridge

STUDENT ACTIVITY BOOK

-72-80

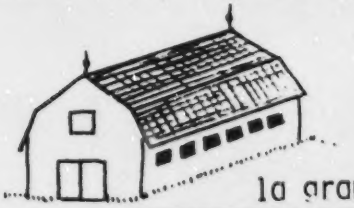
En route vers la Ferme Oak Ridge

Cherche les fermes pendant que tu voyages en autobus.

Qu'est-ce que tu vois à la ferme?

Voici des dessins de choses que tu peux voir.

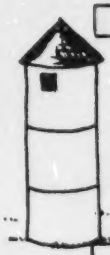
Écris un "✓" chaque fois que tu vois une de ces choses.



la grange

le cheval

l'oie

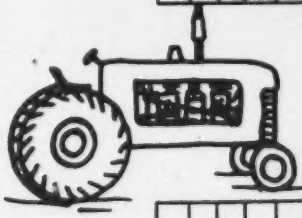


le silo

le champs de maïs

la vache

le mouton



le tracteur

la maison de ferme

le poulet

l'éolienne

le champs labouré

la chèvre

le fermier

le champs de céreales

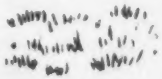
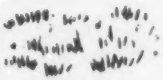
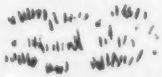
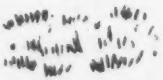
le cochon

le chien

l'étal

La Nourriture des Animaux

Les animaux ont besoin de nourriture. Encercle la nourriture dont chaque animal a besoin.

	l'eau	le maïs	 l'herbe
	l'eau	le maïs	 l'herbe
	l'eau	le maïs	 l'herbe
	l'eau	le maïs	 l'herbe

Que nous donne la ferme?

Encercle les choses que la ferme nous donne.

le fromage

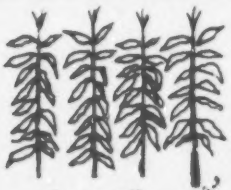
le travail

le cuir

l'amusement

le fromage

le peau de chèvre

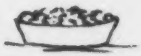


le maïs

le fromage

-5-

le sel

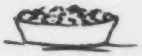


les cosses

le foin

le grain

le sel

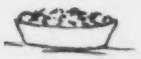


les cosses

le foin

le grain

le sel

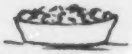


les cosses

le foin

le grain

le sel



les cosse

le foin

le grain

la viande

la laine

le fromage

le fromage

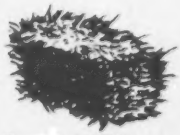
la viande

la laine

le cuir

la viande

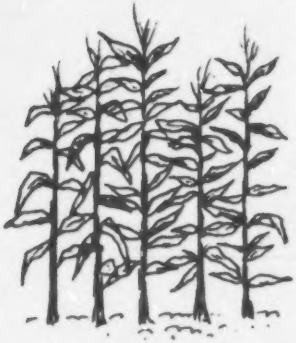
l'avoine

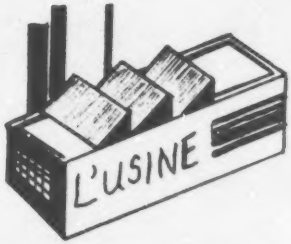


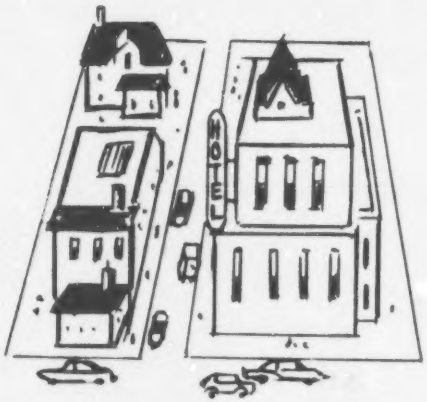
la paille

Qu'est-ce qu'une ferme?

Encercle les choses qui se trouvent à la ferme.







La Terre

Met un peu de terre dans ton sac en plastique.

Apporte la terre à la salle de reunion.

Souligne OUI ou NON

Regarde chaque type de terre.

Toutes les terres sont-elles les memes? OUI NON

Tâte chaque type de terre.

Est-ce que toutes les terres sentent les mêmes au toucher? OUI NON

Sent chaque type de terre.

Est-ce que toutes les terres ont la même odeur? OUI NON

Quelles choses se trouvent dans la terre?

Encercle les choses que tu vois.

la sable

les plantes

les pierres

les punaises

le bois

l'argile

Les Outils de la Ferme

--Le fermier utilise les grandes machines aux champs.

--Le fermier utilise les outils à main au jardin.

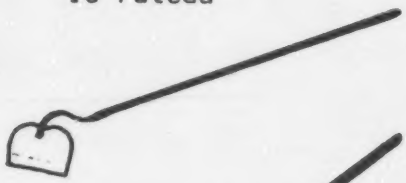
--Les machines et les outils à main sont utilisés pour faire le même travail.

--Quel outil à main peut faire le même travail que la grande machine?

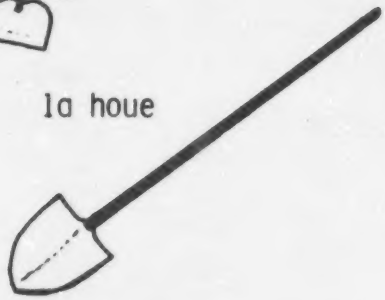
--Fais une ligne de l'outil à main a la grande machine qui peut faire le même travail.

Les Outils à Main

le rateau



la houe

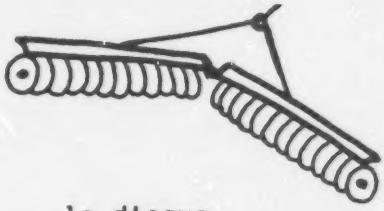


la bêche

Les Machines

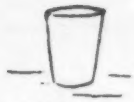
la charrue

la herse



le disque

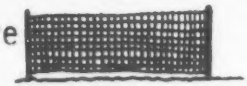
Un Verre de Lait



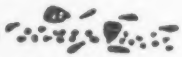
Le lait que tu bois est produit par une vache.
Est-ce que tu t'es jamais demandé ou deviné comment?

Met un "✔" à coté des choses dont la vache a besoin pour faire le lait.

de la terre ___

une clôture  ___

de l'eau ___

des semences  ___

une grange ___

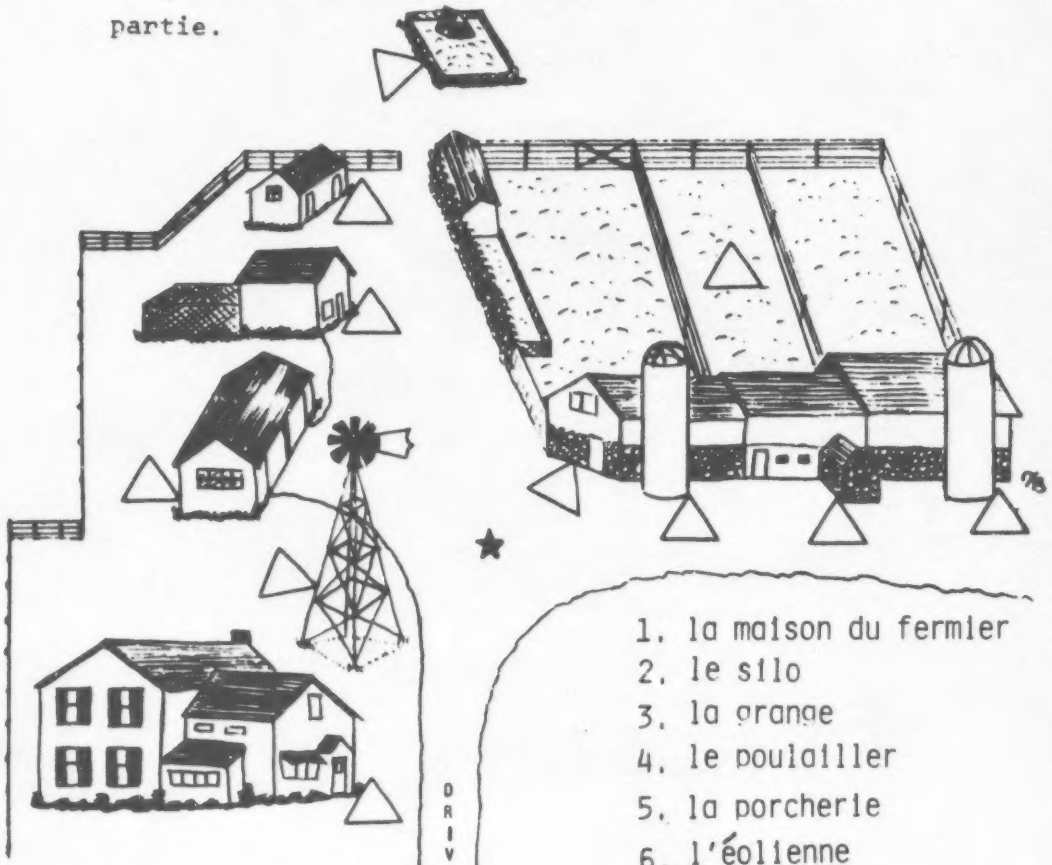
le soleil ___

des plantes ___

une éolienne ___

Une Carte de la Ferme Oak Ridge

Voici une carte de la ferme. Chaque partie de la ferme a un nom, à coté de chaque nom est un nombre pour la carte. Met le nombre dans le △ qui est à coté de chaque partie.



1. la maison du fermier
2. le silo
3. la grange
4. le poulailler
5. la porcherie
6. l'éolienne
7. les toilettes
8. la basse-cour
9. le garage des machines
10. la laiterie

milwaukee public schools

GESUNDES SCHLARAFFENLAND

HEALTH UNIT TRANSLATED

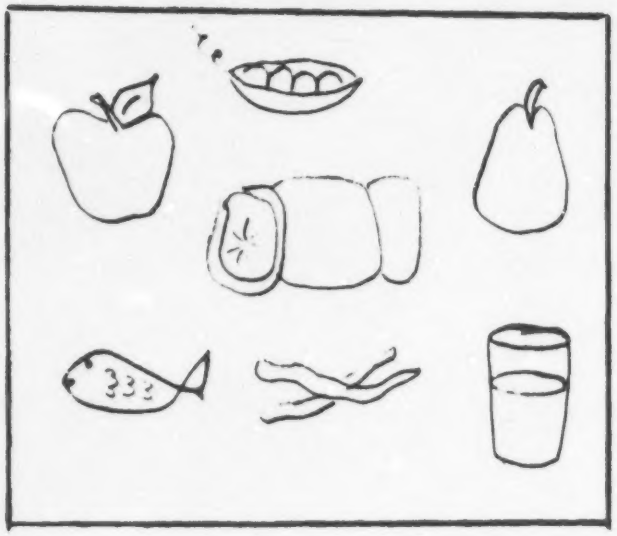
INTO GERMAN

GESCHRIEBEN UND ILLUSTRIERT VON
CHERI DARLING READ

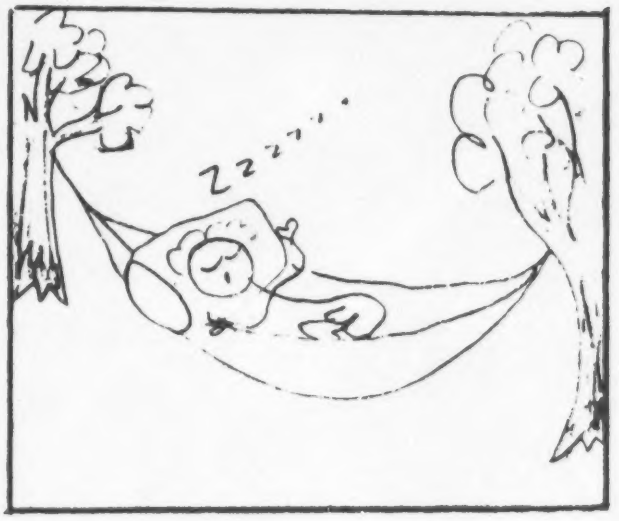
"
ÜBERSETZT VON BARBARA ANN ZIPPEL

REPRODUCED WITH PERMISSION OF THE JUNIOR LEAGUE OF MILWAUKEE
IN COOPERATION WITH THE MILWAUKEE PUBLIC MUSEUM

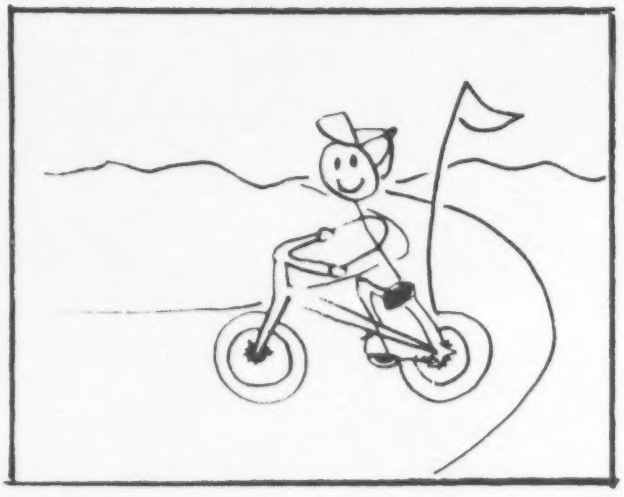
Um gesund zu bleiben sollst DU:



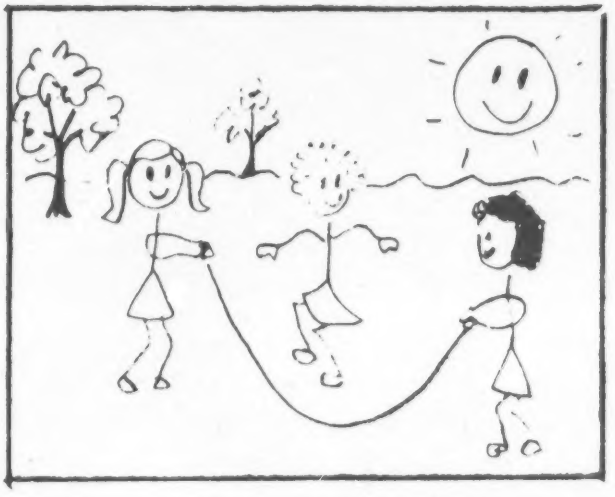
gesund essen.



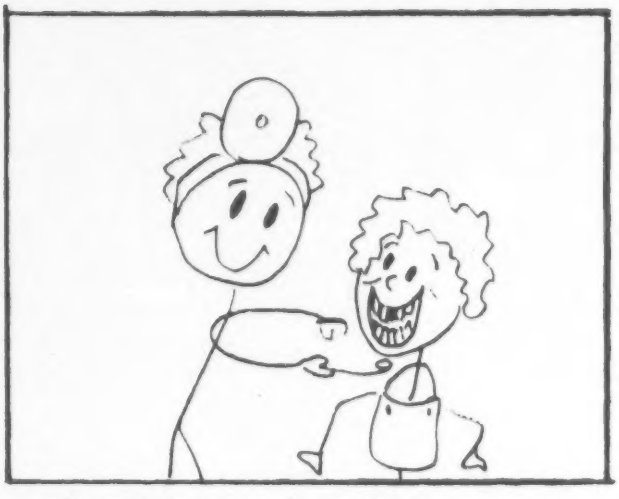
viel schlafen.



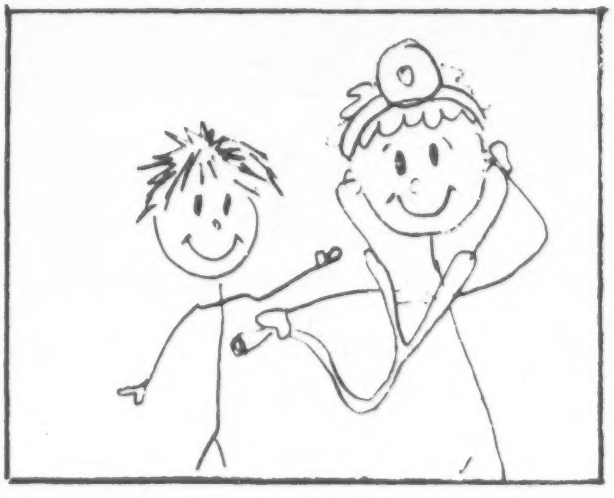
dir viel Bewegung machen.



draussen spielen.

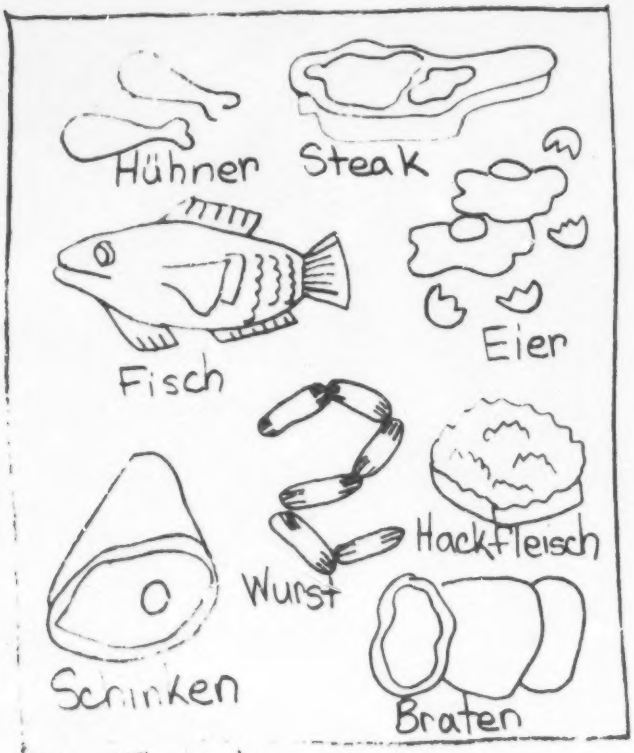


den Zahnarzt besuchen.

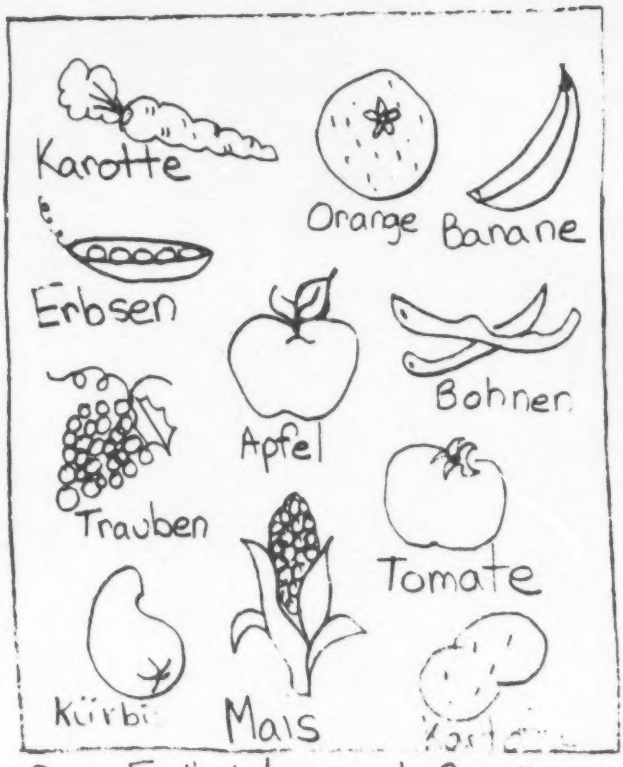


den Arzt besuchen.

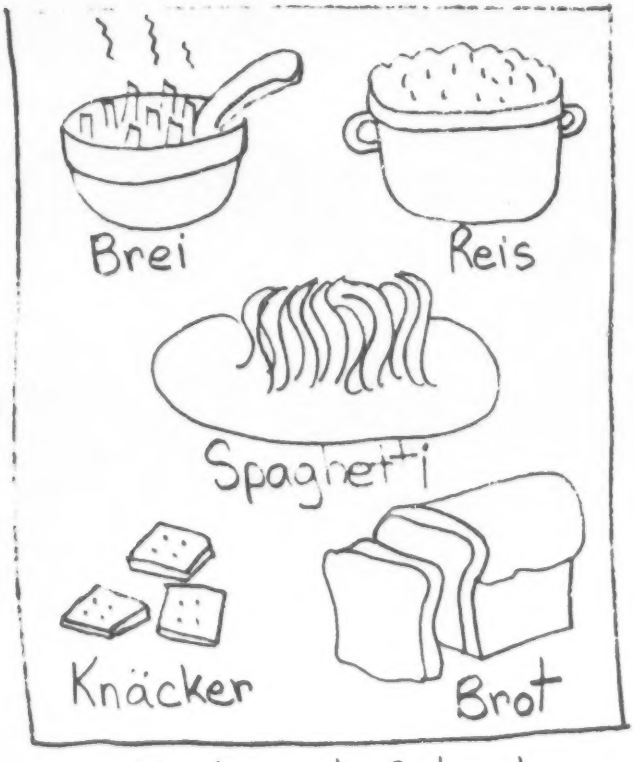
Es gibt vier Lebensmittelgruppen:



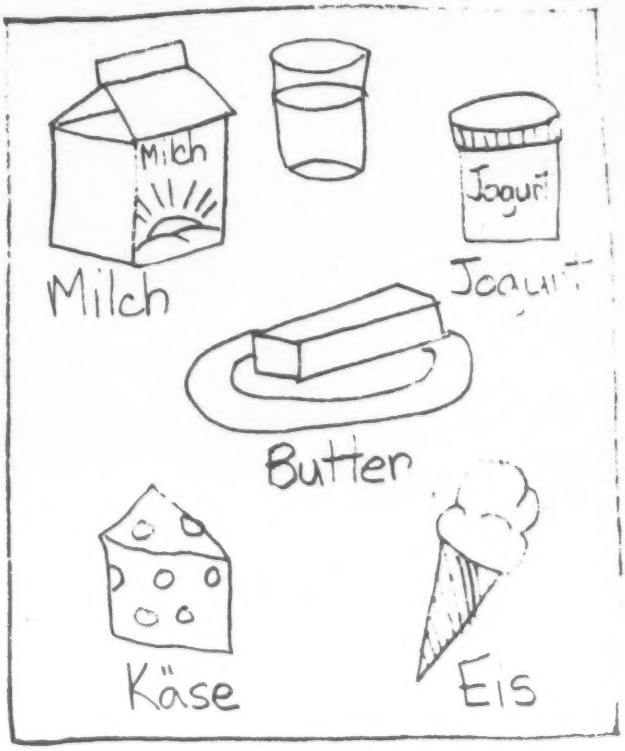
Die Fleisch- und Fischgruppe



Die Früchte- und Gemüsegruppe

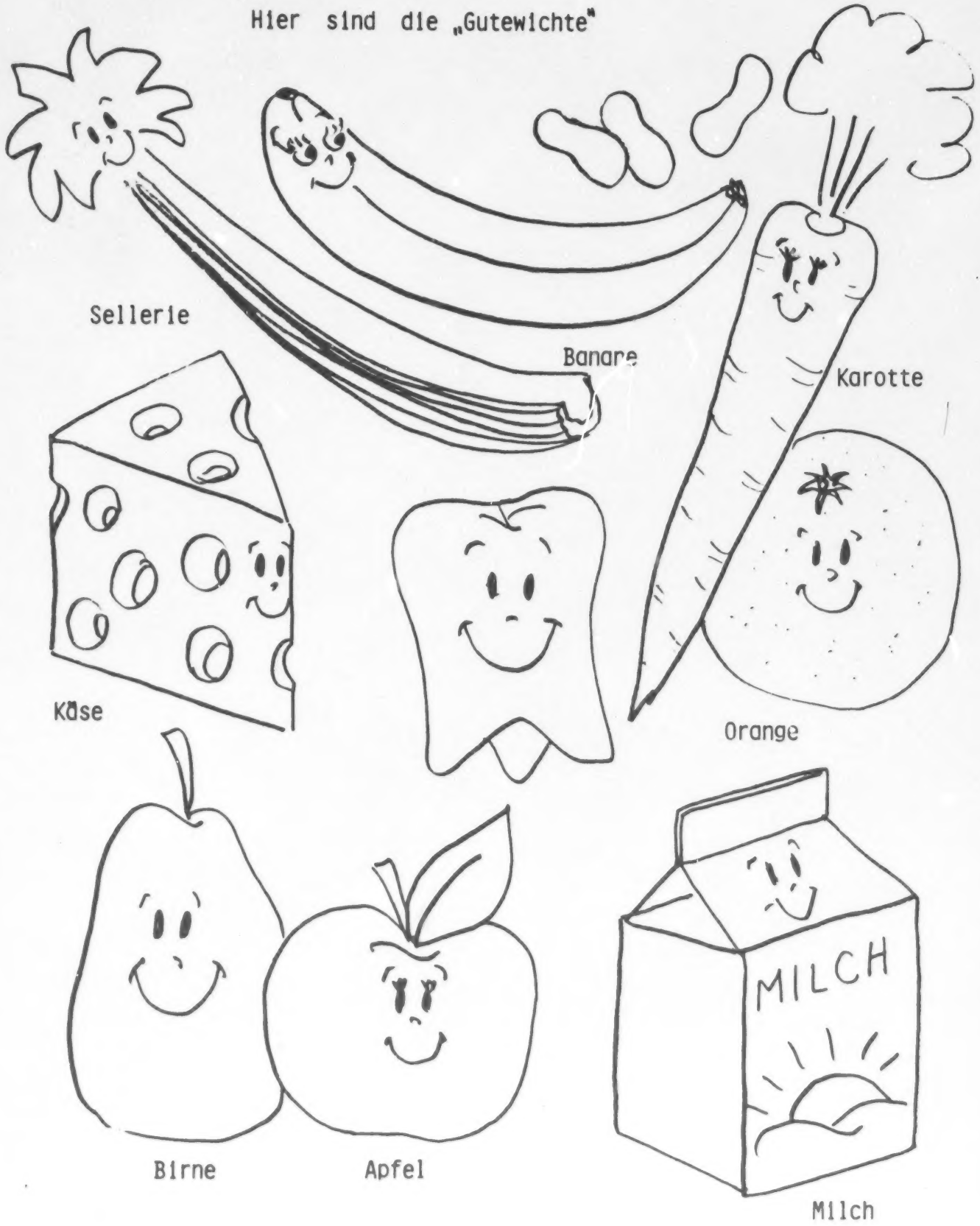


Die Brot- und Getreidegruppe



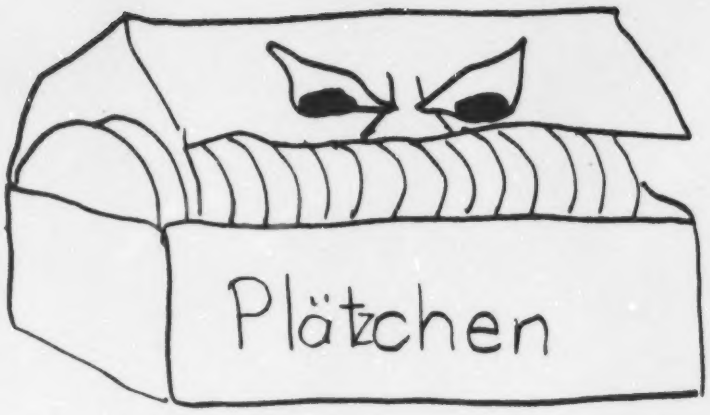
Die Milch- und Käsegruppe

Hier sind die „Gutewichte"

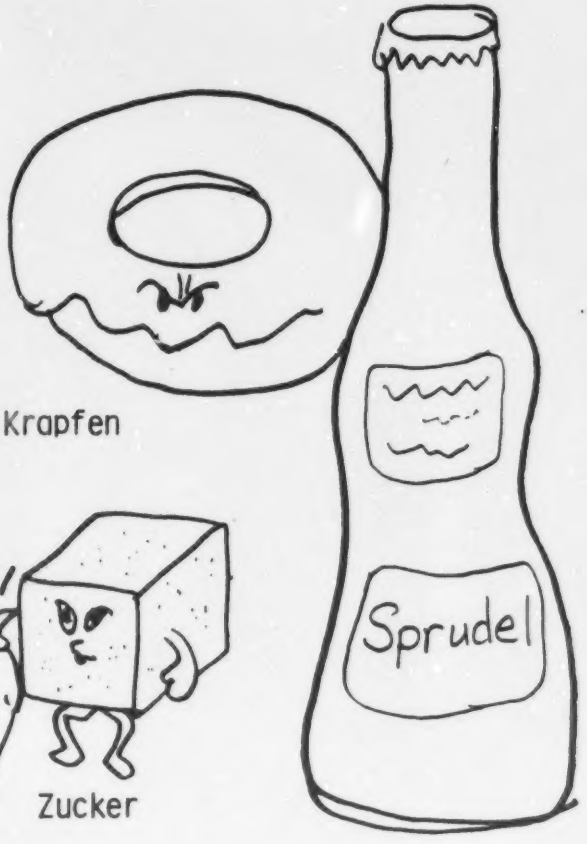


Sie sind für gesunde Naschereien!

Pass auf die „Bösewichte"!!

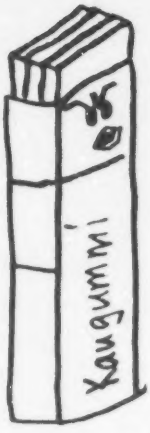


Plätzchen

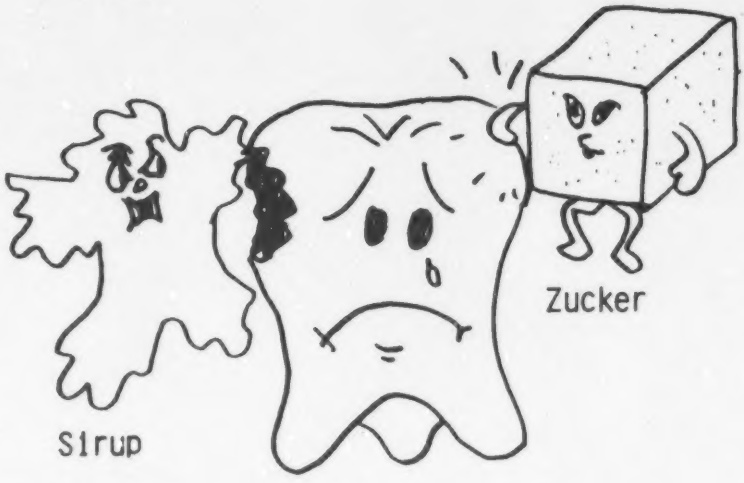


Krapfen

Sprudel

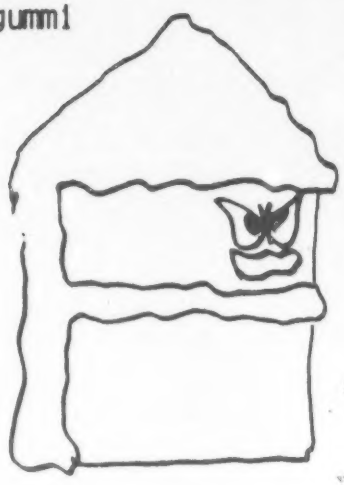


Kaugummi

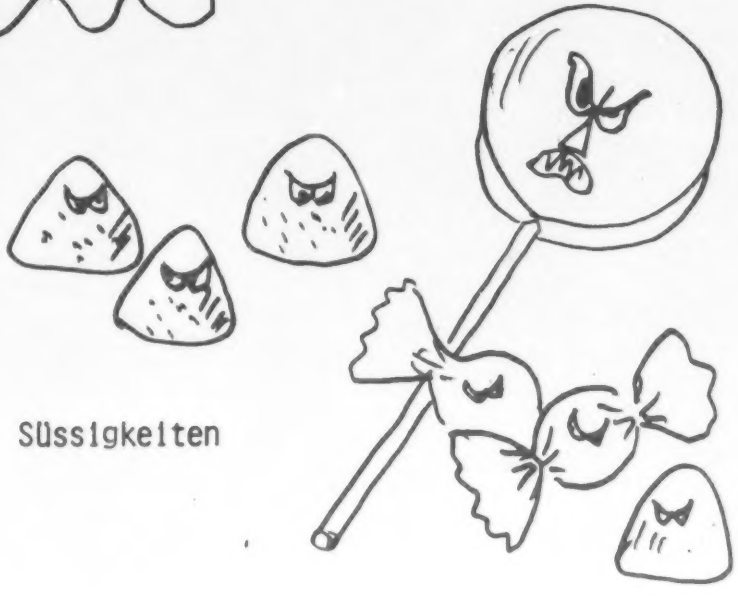


Sirup

Zucker



Kuchen

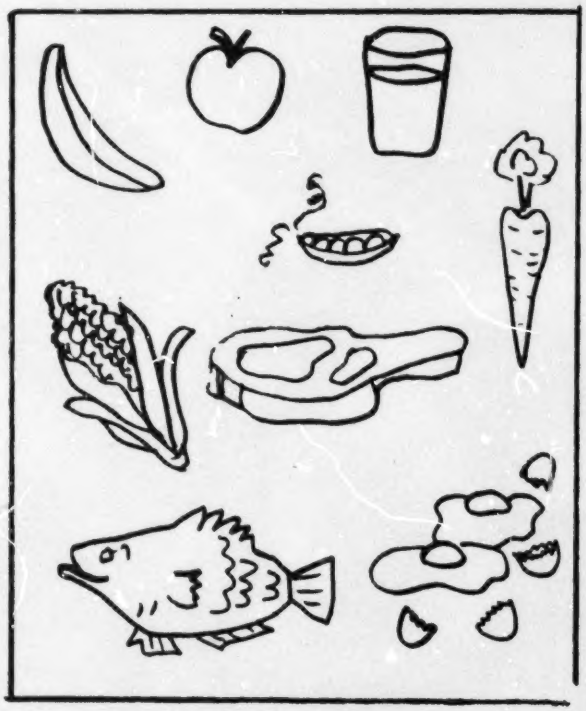


Süssigkeiten

Die „Bösewichte" bewirken Zahnzerfall!

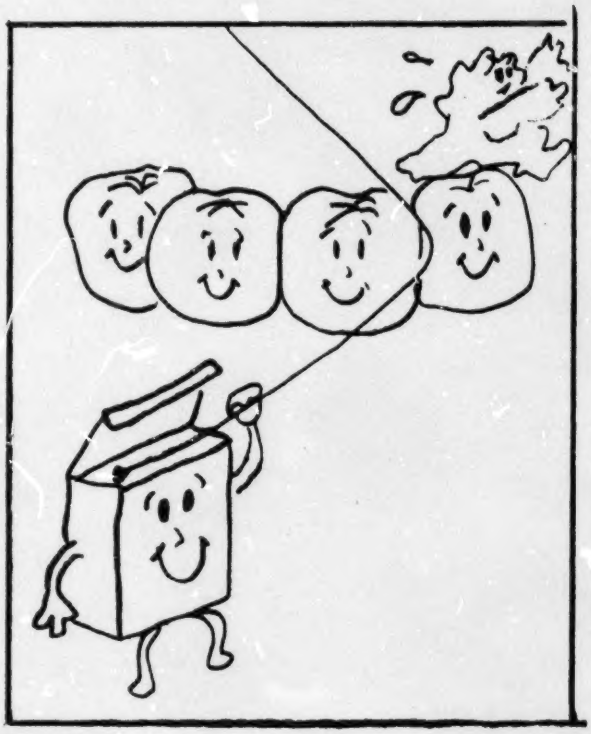
Der frohe Zahn will, dass DU:

den Zahnarzt besuchst.



gesund isst.

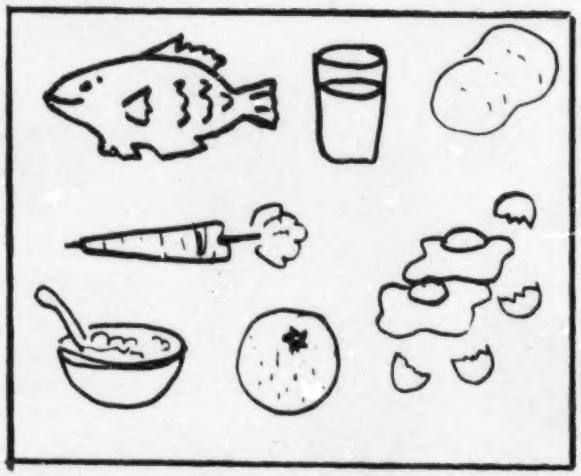
deine Zähne putzt.



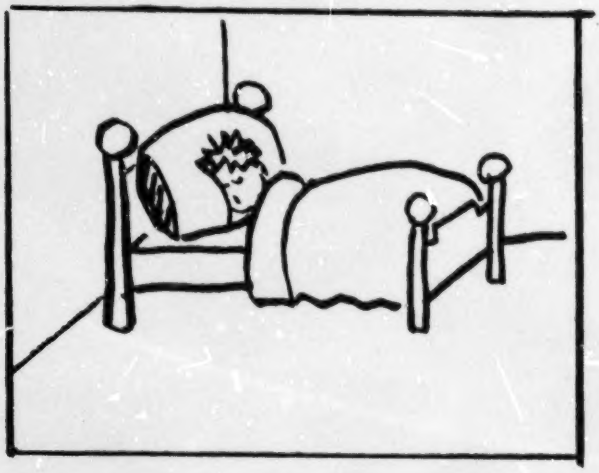
auch zwischen deinen Zähnen putzt.

Der frohe Körper will, dass DU:

den Arzt besuchst.

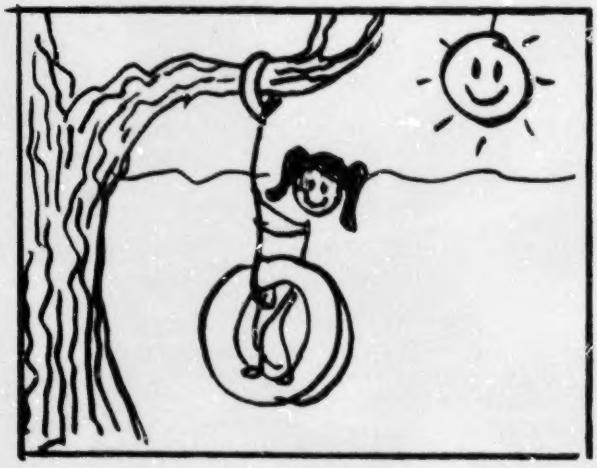


gesund isst.

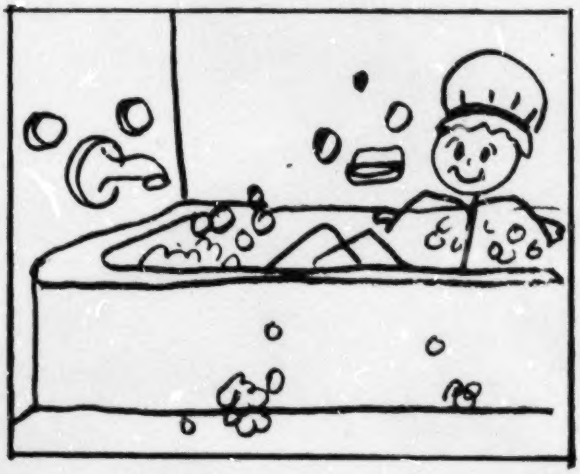


viel schläfst

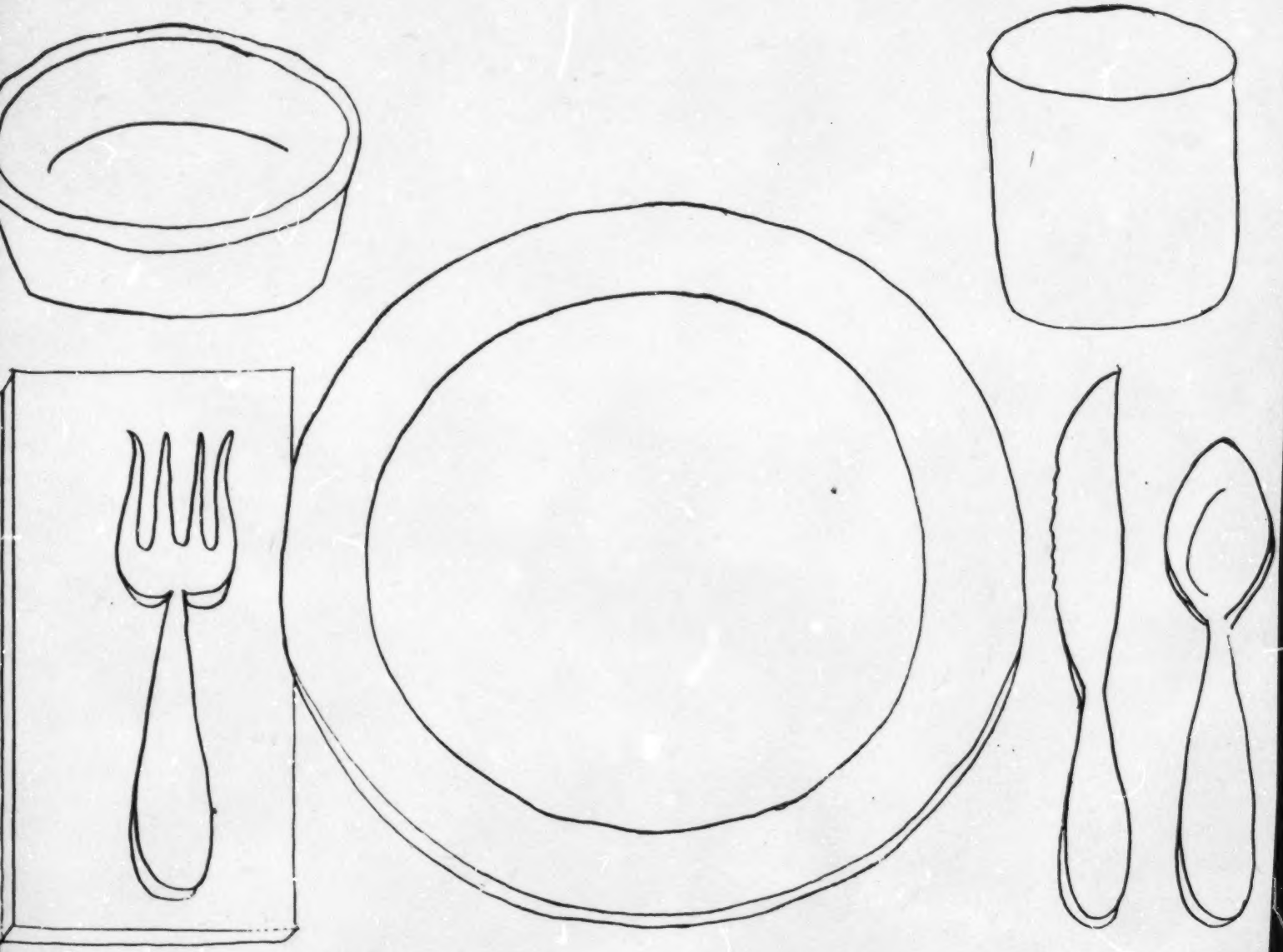
dir viel Bewegung machst.



draussen spielst.



dich sauber hälst



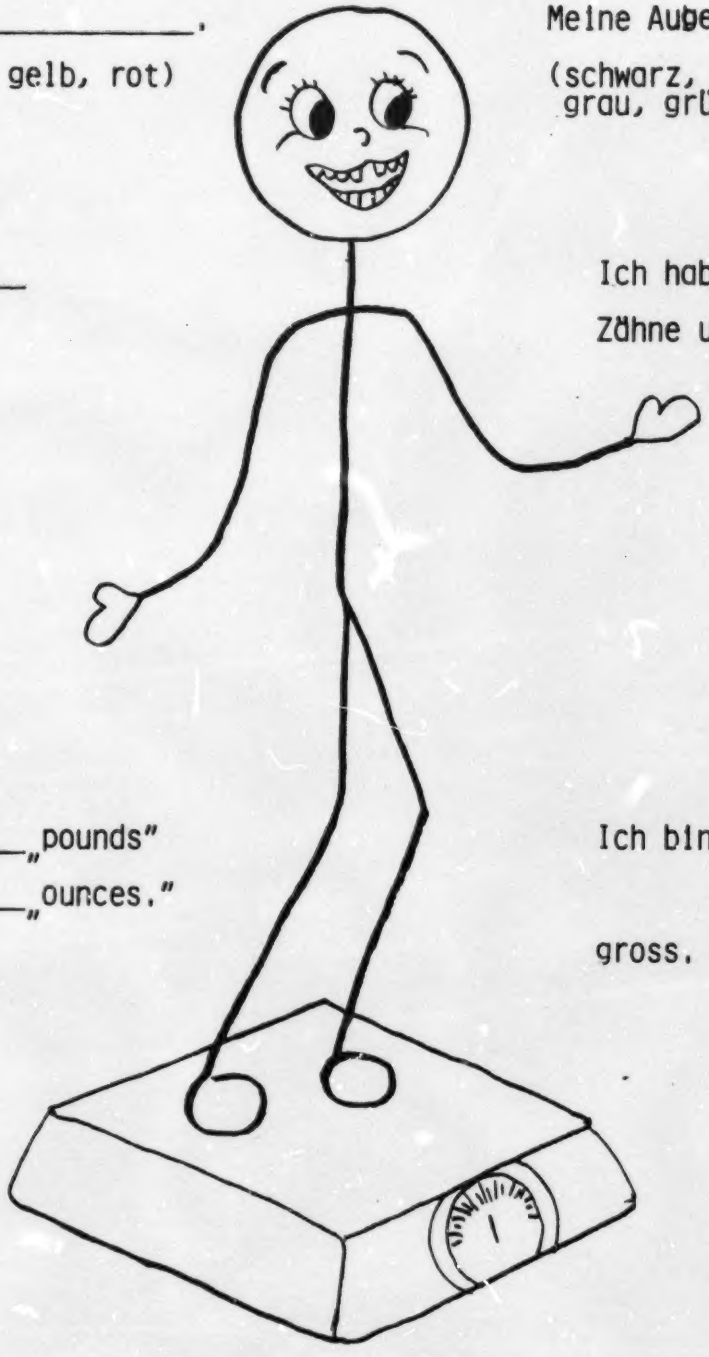
ZEICHNE EIN BILD VON EINEM GESUNDEN ESSEN

Ich heisse _____.

Ich bin _____ Jahre alt. Ich bin ein _____.
(Mädchen, Jungen)

Mein Haar ist _____.
(schwarz, braun, gelb, rot)

Meine Augen sind _____.
(schwarz, blau, braun, grau, grün)



Ich habe _____
Zähne oben.

Ich habe _____
Zähne unten.

Ich wiege _____„pounds"
_____„ounces."

Ich bin _____„feet"
_____„inches"
gross.

Tatsachen über mich